California State University, East Bay

Department of Public Affairs and Administration

Five Year Program Review and Plan for Master in Public Administration (MPA)

2009-2013

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December 16, 2013; 4 yes, 0 no, 0 abstentions

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Department of Public Affairs and Administration
Master of Public Administration (MPA)

1. SUMMARY

The Master of Public Administration (MPA) is one of two graduate degree programs housed in the Department of Public Affairs and Administration (PUAD). In addition to the MPA, PUAD offers a Master of Science in Health Care Administration (MS-HCA). The five-year review of the MS-HCA program was submitted to CAPR in AY 2012-13. This review thus only addresses the five-year review of the MPA program. The review follows the CAPR requirements for academic program review without external accreditation.

The MPA program serves the Bay Area's demand for higher education to meet the economy's need for a highly educated workforce, specifically the need for effective public administrators and dedicated public servants. In the MPA program, students are prepared to apply their education to the meaningful lifework of public service. Through the program's emphasis on interpretive and critical theory perspectives in administrative theory, social justice, and administrative ethics, graduates are prepared to be socially responsible contributors to society, think critically and creatively, communicate clearly and persuasively while listening to others, promote equity and social justice, and work collaboratively and respectively with individuals from diverse backgrounds.

The process of developing the MPA mission statement is and has been on-going since the inception of the program. The mission statement serves as a dialogic tool for maintaining the vitality of the program and integrating changes in demographics, public service needs, faculty, and theory with the underlying integrity and ethics of the program. In Spring 2013, the faculty adopted the following mission statement:

> "Public Administration is a rich and challenging multi-disciplinary field drawing from sociology, anthropology, philosophy, psychology, economics, and urban and organizational studies. The MPA program provides students with a grounding in major philosophical and social science thinking about the nature of organizations; it helps students to build the intellectual and practical tools they will need to become effective organizational leaders in the public and non-profit sectors. The MPA program is designed to increase the personal and professional effectiveness of people working in public, voluntary, and private organizations. The purpose of the program is to prepare individuals for leadership positions in various organizations with a sense of commitment to social purpose, the public interest, and effective public problem-solving."

At the beginning of the period under review, the MPA program offered three option areas: Public Management and Policy Analysis (PMPA), Management of Human Resources and Change (HR/C) and Health Care Administration (HCA). Previously, the MPA had offered more options, but those options were discontinued by Fall 2009 and the remaining three options were significantly revised. Based on admission and

enrollment numbers, the level of student demand, budgetary constraints, and the desire to move to a cohort model of admission and enrollment, in AY 2012-2013 PUAD discontinued the HR/C option. At the same time, the PMPA and HCA options revised again to better meet the needs of students and public administration employers. The program is now offered in a cohort model, with degree completion plans tailored for each entering cohort. This allows us to manage course offerings effectively, offering courses that we know will meet the course capacity required by CLASS, and that the students need for timely degree completion.

In Spring 2011, the MPA program partnered with the Alameda County Human Resource Services Department (ACHRSD) and the Alameda County Education and Training Center (ACETC) to help design a workforce development and succession plan for Alameda County public employees. PUAD has been designated by ACHRSD and ACETC as their "educational provider of choice," and we have partnered with DCIE to offer the MPA program through special sessions at the ACETC for Alameda County public employees.

We admit students to the state-side MPA program in the Fall and Spring quarters; for the special-sessions MPA program, we admit students in the Spring quarters only. Demand for the state-side and special-sessions MPA programs is high. Per APGS, the Fall 2013 headcount for the state-side MPA program is 187 students. Per Fall 2013 course roster listings, in the special-sessions MPA program the Fall 2013 headcount is 29 students. Per APGS, for Fall 13 admissions, we received 122 applications for the state-side MPA program, of which 58 were admitted and 49 enrolled (84% of admits). Of the 64 applicants who were not admitted, some did not meet the admissions criteria or declined the offer of admission but many were denied admission because we received more applications from qualified applicants than program capacity allowed.

The MPA has a comprehensive assessment plan in place that uses both direct and indirect measures to assess quality. The program has identified five Student Learning Outcomes (SLOs) that are tied to the University's Institutional Learning Outcomes (ILOs) and the University's mission. In addition, the program has developed a curriculum map that indicates the courses in which the SLOs and ILOs are introduced, practiced, and mastered. All of the SLOs/ILOs are directly assessed in PUAD 6901, which is the Graduate Synthesis Comprehensive Exam, using rubrics that we have developed for each SLO. We "close the loop" at our annual retreats during the Summer quarters by discussing the assessment results and any changes in curriculum and/or department policies that the results indicate would be beneficial to program quality.

During the past five years, the Department has experienced a number of significant changes, especially in the area of fulltime faculty, the Department Chair position, and the level of administrative support. At present, there are only three fulltime faculty members in the Department, two with the rank of full Professor and one at the rank of Associate Professor. Only two of the faculty primarily teach in the MPA program; the other primarily teaches in the MS-HCA program. Since 2009, two faculty members have resigned and two have entered the FERP program. Although we have requested

them, we have not been granted any additional faculty lines to replace these faculty losses.

Professor Toni Fogarty served as Department Chair and MS-HCA Graduate Coordinator Winter 2010 through Summer 2013. When her term ended and she unable to continue in the Chair position due to other obligations, Professor Jay Umeh was unanimously elected by the faculty for the position. Dean Kathleen Rountree supported the appointment, and he was appointed Department Chair in Fall 2013. Previously, Professor Umeh had served as the Department Chair for multiple terms but was forced to resign from his Chair position in Summer 2008 by then-Dean Diedre Badejo. Dean Badejo then appointed an external Interim Chair for a one-year term without consultation with the Department faculty, which destabilized the Department and demoralized the faculty. At the end of that one-year term, Dean Badejo again appointed an external Interim Chair for a one-year term in Fall 2009 without consultation with the PUAD faculty, which further destabilized the Department and its ability to function, but his term ended prematurely when Professor Fogarty was appointed Chair in Winter 2010 as a result of a grievance brought by the majority of the PUAD faculty. Since that appointment, faculty morale and PUAD functioning have improved significantly. The transition from Professor Fogarty to Professor Umeh as Chair has gone smoothly and we don't anticipate any change in the level of PUAD effectiveness.

As part of the staff layoffs in 2009, we lost our one 100% 12/12 ASA II position, which left PUAD with one 75% 10/12 ASC I position to serve both state-side PUAD programs. Even though other Departments in CLASS apparently have had their administrative support reinstated, our ASA II position has not been reinstated, nor has the ASC I position been converted to a 12/12 position. Originally, the ASC I position had been a 100%, 12/12 position but when then-Dean Alden Reimonenq requested us to temporarily reduce the position to a 75% 10/12 position, we agreed to do so in order to assist CLASS with its perceived budget shortfall. Although we have requested that the position be reinstated as a 12/12 appointment and are willing to keep the position at only a 75% time base, the position remains a 10/12 position. With 384 state-side graduate students in the Department (187 in the MPA and 197 in the MS-HCA in Fall 13, per APGS), the one 75% 10/12 ASC I position as the sole source of state-side administrative support is grossly inadequate.

Due to the low number of fulltime faculty in the Department, inadequate administrative support, and the loss of release time for the MPA Graduate Coordinator during the entire period under review except for Fall 2013, PUAD has not sought re-accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), formerly named the National Association of Schools of Public Affairs and Administration. The program does not meet the minimum level of faculty and administrative resources demanded by NASPAA. In addition, we have determined that many public administration programs do not find NASPAA accreditation a compelling goal. Unlike degrees from some other professional graduate programs that require accreditation for access to licensure, the lack of program accreditation does not provide a barrier to entry or success in the field of public administration. The program resources needed to re-

establish NASPAA accreditation lead us to question whether the value of accreditation is sufficient to merit the necessary programmatic investments. Needed resources include increasing the MPA faculty by a minimum of three fulltime tenure-track faculty and significantly increasing the level of administrative support.

Despite the widely recognized extreme uncertainty of resource availability and allocation even for a short-term time horizon, the PUAD faculty continue to plan for the future. As ever, yet even more so lately, our planning is carried out with modesty rather than certainty and with flexibility rather than rigid resistance. In the next five years, the MPA program will focus on five areas: curriculum, networking, program assessment/improvement, fundraising/grantwriting, and faculty resources. During this period, three primary factors will directly impact the curriculum: annual program learning outcome (PLO) assessment results, knowledge and skill requirements for effective public administrators and managers, and requirement standards of the accreditation agency, NASPAA. These factors will integrate work and output from the program's annual faculty meetings to conduct PLO assessments and resulting implement program improvements, exit surveys administered to our graduating students, review of NASPAA required curriculum content, and input from the MPA Advisory Board. We are also looking to draw on the Department’s involvement in the International City Management Association’s (ICMA) Manager-in-Residence program.

The extent of curriculum revision and expansion that can be done in the program will depend upon departmental resources and if reinstating an option or adding a new option will be budget positive, or at least budget neutral. The current PUAD SFR is 26.49, which exceeds the SFR targets in the Academic Affairs Funding Model and is somewhat high for a graduate program, but given the ongoing budgetary constraints it is not unreasonable. Per APR statistics, the student headcount in the program increased every year from 2010 to 2012, which is the last year for which data were provided. We admit students to the limit of program capacity and expect that the headcount in future quarters will remain relatively stable, if there are no changes in program resources.

The program has a diverse student body, and PUAD is fortunate that all of the tenure-track faculty members are members of one or more "minority" groups, and that we have a high degree of diversity in our lecturer pool.

The total number of PUAD tenure-track faculty in 2012 is four, but only three of those faculty members are fulltime faculty and of those three only two primarily teach in the MPA program. The other fulltime faculty member only teaches in the MS-HCA program and also serves as the MS-HCA Graduate Coordinator. The fourth faculty member is a part-time tenure-track faculty member (33% time base) in PUAD but has not taught in the MPA program during the period under review due to her duties as Chair of the Philosophy Department and her work with CFA.

The average class size for our graduate courses has been steadily increasing. In addition, the number of graduate courses taught by tenure-track faculty has been decreasing while the number taught by lecturers has been increasing. While the

lecturers in the MPA program are professionals in the public administration field and receive strong student evaluations, having the majority of the courses taught by lectures affects the quality of the program. The current number of tenure-track faculty (four) is half of what it was in 2009 (eight), however our past requests for additional tenure-track positions have not been met. In the next five years, we hope to hire additional tenure-track faculty in the MPA program.

The MPA program plans to increase the number of active part-time lecturers in the faculty pool. We currently have 5 part-time lecturers who teach in the program, which is insufficient to cover the number and type of courses we will be offering over the next five years. Additionally, we plan to continue to offer the Self-Support Alameda County MPA program in the coming years.

The MPA program is committed to the importance of practical experience, community engagement, and service learning. Over the next five years, we hope to strengthen our current relationships with local, state, federal and non-profit and develop new relationships as a way of creating more internship opportunities for our students. However, developing and maintaining relationships with community partners is labor intensive. To support these efforts, we will seek funding, either through grantwriting or fundraising, to develop internship opportunities for students, particularly students from underrepresented groups. The department has sent a fundraising proposal to the CLASS Dean's Office to seek funds to develop a Center for Diversity and Inclusion in Public Service/Administration (Center). The Center would seek to develop internship and employment opportunities for students from groups that are underrepresented in the fields of health care and public administration, and could provide students support for resume development, job searches, and strengthening interviewing skills.

Other primary resources PUAD needs and plans to pursue are reinstatement of release time for the MPA Graduate Coordinator and reinstatement of the ASA II position for administrative support. These are not new resources the program is requesting; they are resources that the program had that were eliminated.

2. Self-Study

2.1. Summary of Previous Review and Plan

The original previous five-year review was prepared and submitted by the Interim Chair appointed by then-Dean Badejo in AY 2008-2009, with limited participation by PUAD faculty and without faculty review and approval of the final self-study and five-year plan. When PUAD faculty were given access to what the Interim Chair had submitted, the faculty asked CAPR for an opportunity to revise and resubmit its five-year review due to what the faculty perceived as an overall incorrect picture of what had occurred in PUAD during the period under review, as well as a shockingly inadequate response to some of the comments included in the external reviewer's report. CAPR granted the request and a new five-year self-study and plan was prepared and submitted by then-Chair

Fogarty, which incorporated input from and had unanimous approval by PUAD faculty. The original external reviewer's report was a part of the revised review, as well as a new program response to the report. The primary foci in the review concerned NASPAA accreditation, the events that led up to the loss of accreditation, the steps that the MPA program was taking to work towards reaccreditation, and a response to the external reviewer's report.

NASPAA's concerns with the MPA program revolved around, the need for an additional information management course in the curriculum, the high number of course preparations for faculty per quarter, the quality of advisement, lack of Graduate Coordinator release time, the low number of faculty, the need for a more formalized assessment plan and feedback loop, and the need for more rigorous admissions standards. The five-year review described the progress made in the areas over which PUAD had control, such as the creation of PUAD 4840 (Fundamentals of Information Management in the Public Sector), the discontinuance of two of the five options and the revision of the remaining three, implementation of new student orientation in each admission quarter, revision of admission standards, and the development of SLOs and an assessment plan.

In her report, the external reviewer acknowledged "her fear" that she "may have been too harsh and…overlooked some of the MPA program's strengths." While PUAD appreciated her acknowledgment and agreed with her assessment of harshness, the primary concern raised in her report was her assertion that one student had reported that "Some instructors appear to trade high grades for high student evaluations of teaching." In the original review, the Interim Chair had not mentioned nor addressed the assertion. In the revised review, we reported PUAD's immediate investigation of the assertion, which included meetings with students in both programs, a discussion among faculty and administrative staff regarding the student evaluation process and how it was being implemented, and a follow-up meeting with the external reviewer. Nothing was found that substantiated the statement and the external reviewer stated that the statement may have been the result of anger and frustration over the loss of accreditation since her meetings with the students were held shortly after the announcement regarding accreditation.

In the previous five-year review, the MPA program planned to focus on five broad areas – curriculum development/redesign, admission and enrollment management, an accelerated MPA program, community partnership development, and internships for pre-service students. In addition, although nothing was found that substantiated the assertion of inappropriate behavior regarding student evaluations, the MPA program planned to closely monitor the evaluation process. As will be discussed in future sections, the program has made significant progress in these goals, in spite of a reduction in resources.

2.2. Curriculum and Student Learning

<u>Curriculum Development/Redesign</u>

As discussed in the summary, we have discontinued the HR/C option due to lack of student demand and have significantly redesigned the PMPA and HCA options to better reflect the needs of professionals in the field of public administration as well as employers. As part of the option revisions, an admission-specific degree completion roadmap was developed. Degree completion roadmaps for Fall and Spring cohorts, which indicate which courses are required to complete the MPA degree and the quarter in which they should be completed, can be seen in Appendix A.

The degree completion roadmaps have helped us to address the advising issue raised by NASPPAA even though we did not have a MPA Graduate Coordinator with release time during the period under review, with the exception of Fall 2013. Students only need course advising if they are unable to follow the degree completion roadmap, which gives the MPA Graduate Coordinator more time to focus on mentoring, career advisement, and socialization needs. The degree completion roadmaps are covered in the new student orientations, which are conducted at the beginning of each admission quarter. Using the degree completion roadmaps also helps to address the issue of the high number of course preparations for faculty in a given quarter. Since we are generally offering multiple sections of the same course, faculty are frequently able to teach two or three sections of the same course, which significantly reduces course preparation time.

The four required courses for each option were revised and the two electives that are required for the degree were limited to courses that are directly related to the option. For the PMPA option, the required four option courses are now: PUAD 6815 (Ethics and Administrative Responsibility), PUAD 6842 (Governmental Budgeting), PUAD 6850 (Human Resource Management), and PUAD 6864 (Managing Public Organizations). For the HCA degree, HCA 6200 (US Health Care System), HCA 6250 (Strategic Management), HCA 6260 (Health Care Policy Analysis), and HCA 6270 (Health Care Management) are now the four required option courses.

For the two required electives courses in the PMPA option, students may pick any two courses of the following: PUAD 6782, PUAD 6765, PUAD 6802, PUAD 6809, PUAD 6830, PUAD 6840, PUAD 6864, PUAD 6869, and PUAD 6999. For the two required electives courses in the HCA option, students may pick any two courses of the following: HCA 6210, HCA 6225, HCA 6240, HCA 6275, HCA 6280, and HCA 6290.

Although having more variety in the choices students can make for their option courses would be better for the students and the program, the constraints on the number of courses we can offer, the CLASS minimum enrollment requirements, and the lack of faculty resources make this impossible. We believe that the courses we have designated for both options contain the content that is necessary for effective public administrators in the option. In addition, there is significant choice in the elective courses and students are required to complete two elective courses for the degree. A description of all of the courses may be seen in Appendix B.

Special-Sessions MPA Program

In Spring 2011, the MPA program partnered with the Alameda County Human Resource Services Department (ACHRSD) and the Alameda County Education and Training Center (ACETC) to help design a workforce development and succession plan for Alameda County public employees. PUAD has been designated by ACHRSD and ACETC as their "educational provider of choice," and we have partnered with DCIE to offer the MPA program through special sessions at the ACETC for Alameda County public employees. The special-sessions MPA program has been very successful and its first cohort of students was graduated in Winter 2013. In the special-sessions MPA program, the Fall 2013 headcount is 29 students. These students are the second cohort of students in the program. The first cohort (57 students) was admitted to the program in Spring 2011and 49 of the students (88%) successfully completed the program in Winter 2013. We are currently evaluating applications for the Spring 14 cohort. Due to classroom space issues at the ACETC, we did not have a Spring 2013 cohort and effective with the Spring 2012 cohort, we limited the cohort size to 30 students.

Although our lack of departmental resources may put our decision to move forward with a special-session MPA program into question, we moved forward with the partnership for several reasons. First, working with ACHRSD and ACETC was a good fit with the mission of the program and the University, to develop community partnerships in order to promote education and social responsibility and to prepare students to do meaningful work. Strengthening the relationship with ACHRSD and ACETC also provided benefits for the state-side students in that it created more opportunities for pre-service internships, which was a goal from the previous five-year plan. The relationship also increased employment opportunities for the state-side students with Alameda County. Finally, we saw the funds that would be generated by the special-sessions MPA program as a way to bring in much-needed resources to the department. For example, we have been able to purchase needed equipment and supplies for the department, and have been able to fund small stipends for faculty travel and research.

Accelerated MPA Program

In the previous five-year review, we planned to design an accelerated MPA program leading to the award of both a bachelor's degree and the MPA in five years of study. Although our community partners in the special-session MPA program - ACHRSD and ACETC - have expressed a very strong interest in us moving forward with the development of an undergraduate degree that would tie in with a one-year MPA program, the lack of department resources and the University's moratorium on new undergraduate program development have not allowed us to move forward with this goal. We have tried to work with other Departments within CLASS that have undergraduate degrees that could be a part of a joint project for the accelerated MPA program to be offered to Alameda County employees, but thus far we have not been successful. Now that the moratorium on new undergraduate degrees have been lifted, we may revisit this goal, although the lack of faculty resources make a new

undergraduate degree in PUAD highly unlikely.

Admission and Enrollment Management

In the previous five-year review, we planned to limit the state-side MPA program headcount to fewer than 100 students. We did so due to directives from then- Dean Badejo to severely limit admission in most quarters and in some quarters to not admit any students, presumably in preparation for program discontinuance. Since 2009, while there have been mixed messages about the desired level of graduate admissions, the latest general message has been to increase the admission of qualified applicants up to the level of program capacity. We now generally admit students to the state-side MPA program in the Fall and Spring quarters; for the special-sessions MPA program, we admit students in the Spring quarters only. Demand for the state-side and special-sessions MPA programs is high. Per APGS, for Fall 13 admissions, we received 122 applications for the state-side MPA program, of which 58 were admitted and 49 enrolled (84% of admits). Of the 64 applicants who were not admitted, some did not meet the admissions criteria or declined the offer of admission but many were denied admission because we received more applications from qualified applicants than program capacity allowed. Per APGS, the Fall 2013 headcount for the state-side MPA program is 187 students. In the special-sessions MPA program, the Fall 2013 headcount is 29 students. These students are the second cohort of students in the program. The first cohort (57 students) was admitted to the program in Spring 2011and 49 of the students (88%) successfully completed the program in Winter 2013. We are currently evaluating applications for the Spring 14 cohort. Due to classroom space issues at the ACETC, we did not have a Spring 2013 cohort and effective with the Spring 2012 cohort, we limited the cohort size to 30 students.

Since the last five-year review, we have revised our admission policy and how the Admissions Committee evaluates the application. Previously, we required the applicant to have a minimum GPA of 2.75 in the last 90 units in the undergraduate degree. If the GPA was less than 2.75 but greater than or equal to 2.50, we would consider the application if the scores from either the GRE or the MAT were submitted. Since 2009, however, the GTF that we receive does not reflect the GPA from the last 90 units, but rather the cumulative GPA. Since we do not have the administrative support necessary to calculate the correct GPA, we have changed our minimum GPA requirement to 2.50 to compensate for the poor grades that many students receive in their first two years of undergraduate study. An applicant is not considered for admission if the GPA is below 2.50. Even though we have 2.50 as the minimum GPA, the demand for the program is high and we reject admission to qualified applicants due to program capacity. We thus find that the average GPA of our admitted students is generally in the 2.75 to 3.25 range.

We have also eliminated the GRE and MAT requirement. Since the MPA is a professional program, many of the applicants have worked in the field for five or more years, and most have completed their undergraduate degree more than five years ago. The standardized graduate tests are thus not good indicators of ability to be successful

in the program. We instead rely on the applicant's resume, statement of purpose, and two letters of recommendation as indicators of potential success.

Implementing the cohort model makes course scheduling more efficient and effective since the courses and the number of sections required for the courses in any given quarter can be determined by the roadmap and the number of students admitted in the cohort. For example, students admitted in the Fall 2014 quarter will enroll in PUAD 4840 and PUAD 5000 in the Spring 2015 quarter. If 50 students are admitted in Fall, two sections of both PUAD 4840 and PUAD 5000 will be required for Spring, and each section will have roughly 25 students. If 78 students are admitted, we would need to schedule three sections of each course, with roughly 26 students enrolled in each section.

We maintain several Department databases to help us make evidence-based decisions regarding admission and enrollment. The PEM application report is pulled twice weekly and new applicants and application status is added to the department application database. For each applicant, the database contains information regarding the needed department documents, the GTF, the admission decision, and admission quarter course enrollment. Since we only admit students in groups of 30, it is necessary for us to track how many applicants are in the pipeline, how many have submitted the required department documents, how many have received an offer of admission, how many have accepted the offer, and how many who have accepted the offer have actually SIRed and enrolled in their admission quarter courses. Only applicants who have enrolled in their courses are counted as admits since many applicants do not enroll in courses, even after accepting our offer of admission and even after they SIR.

Maintaining the database is time-consuming and labor-intensive work, but it allows us to have a fairly accurate idea at any time how many actual students we can expect in the admission quarter. It is a juggling act between admitting enough qualified applicants so that there is a sufficient number of students in courses and not over-admitting. If we under-admit, the courses will not meet the required minimum enrollment set by CLASS and the courses may be cancelled. If we over-admit, we will either have to run courses with enrollment significantly over the course capacity or some students will not have any courses in which to enroll. Over the last five years, we have been very successful with managing our admissions and most of the courses we offer are enrolled up to the course capacity, and the qualifications of the applicants admitted to the program continue to improve.

Course offerings and comparisons to comparable CSU programs and recognized programs

For our comparison, we chose to focus on San Francisco State University (SFSU), since it is a part of the CSU system, is located in the Bay Area, and draws many students from the same geographical location as the CSUEB MPA program. The SFSU MPA program has five fulltime tenure-track faculty: one full Professor, one Associate Professor, and three Assistant Professors, all of whom who primarily teach in the MPA

program.

The SFSU MPA program requires the completion of either 39 or 42 semester units. Forty-two units are required if the student has no previous work experience in the field, and the additional three units are for an internship experience. The program has six option areas, or emphases: non-profit administration, public policy, public service management, urban administration, environmental administration, and criminal justice. All students are required to complete four core courses (12 units), four management-related courses (12 units), and a 3-unit culminating experience (either the Capstone Course in Public Administration or Master's Thesis). For the area of emphasis, students complete 12 units of coursework. Some of the emphases only require the completion of one or two courses in the department, such as the Criminal Justice emphasis and the Environmental Administration emphasis. The SFSU requirements, including the courses can be seen in Appendix C.

Course offerings: Concord and Oakland campuses and online

During the last period of review, we were offering the MPA program in a cohort fashion at the Concord Campus. Previously the costs of faculty in the program were shared by the Concord Campus and the CLASS Dean's Office. The Concord Campus was unable to continue covering part of the program costs, and in 2009, we withdrew the program from the Concord Campus since we were limited to the total number of courses that we could offer. Although we think that the MPA program could have healthy admissions and enrollment at the Concord Campus, the lack of faculty and administrative support and the program costs prohibit us from re-establishing the MPA program at Concord.

We do not offer any of the MPA courses fully online. We do, however, offer the majority of the courses in a hybrid mode and have developed a hybrid course policy that outlines the expected amount of training that faculty who teach hybrid courses must have, the courses that cannot be taught in a hybrid mode, and the expected content for the online sessions. The PUAD Hybrid Course policy can be seen in Appendix D.

<u>Student Learning Outcomes Assessment</u>

Within public administration education, there has been a movement towards competency-based education. The National Association of Schools of Public Affairs and Administration (NASPAA), which is the membership association of graduate programs in public administration, public policy, and public affairs, has identified five competency domains that graduates from public administration programs should be able to demonstrate. The Department of Public Affairs and Administration has adopted those five domains with modification for the MPA SLOs. Students who complete the MPA program should be able to:

1. Lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry

    - This SLO supports the CSUEB Institutional Learning Outcomes of “act responsibly and sustainably at local, national, and global levels” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”
2. Participate in and contribute to the policy process
    - This SLOs supports the CSUEB Institutional Learning Outcomes of “apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities” and “work collaboratively and respectfully as members and leaders of diverse teams and communities” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”
3. Analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies
    - This SLO supports the CSUEB Institutional Learning Outcomes of “think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”
4. Articulate and apply a public service perspective
    - This SLO supports the CSUEB Institutional Learning Outcomes of “communicate ideas, perspectives, and values clearly and persuasively while listening openly to others” and “act responsibly and sustainably at local, national, and global levels.”
5. Communicate and interact productively with a diverse and changing workforce and citizenry
    - This SLO supports the CSUEB Institutional Learning Outcomes of “communicate ideas, perspectives, and values clearly and persuasively while listening openly to others” and “work collaboratively and respectfully as members and leaders of diverse teams and communities.”

We have developed a curriculum map that indicates the courses in which the SLOs and ILOs are introduced, practiced, and mastered. The curriculum map can be seen in Appendix E.

The MPA program has developed a comprehensive assessment plan that assesses students’ learning via the direct method of examination in the capstone experience and indirectly by the students’ assessment of their own learning. We “close the loop” at our annual retreats during the Summer quarters by discussing the assessment results and any changes in curriculum and/or department policies that the results indicate would be beneficial to program quality.

All of the SLOs and ILOs are assessed in the capstone experience, PUAD 6901 (Graduate Synthesis). Previously, we tried to use pre/post-tests to assess learning in the courses for the health care administration option but during our last annual retreat as part of our “closing of the loop” process, we discussed that it was cumbersome for faculty to have the pretest in the first session of the course, confusing to the students,

and created too much administrative work to track the data. We also previously used a Student Exit Survey as an indirect measure of learning, but have discontinued it in favor of the exam for PUAD 6901. Students now must reflect on what they have learned in the program and tie their learning to each of the SLOs and ILOs. We found that students were reluctant to complete the exit survey and it was time-consuming for administrative staff to input the data. All of the SLOs/ILOs are now directly assessed in PUAD 6901, which is the Graduate Synthesis Comprehensive Exam, using rubrics that we have developing or all developing for each SLO. The exam that will be administered in PUAD 6901 in Winter 14 can be seen in Appendix F.

Issues concerning multicultural learning

We are addressing these issues by participating in workshops offered by Faculty Development and at Back to the Bay, providing more intensive academic advising and mentoring, and using more guest lecturers in the courses. We are fortunate that all of the PUAD fulltime faculty are members of one or more "minority" groups, as are many of the lecturers.

We are collaborating partners with the University of California, San Francisco (UCSF) and the University of California, Los Angeles (UCLA) in the Minority Training Program in Cancer Control and Research (MTPCCR). The goal of the MTPCCR is to expose students who are members of groups underrepresented in the field of cancer control and research to opportunities in the field. If a student is accepted to the MTPCCR, s/he is introduced to high-level researches and leaders in the field and their work as part of a 5-day conference. Students are mentored by MTPCCR participants in regards to employment opportunities as well as doctoral programs. Students in the MPA with health care administration option are eligible for participation in the MTPCCR.

2.3. Students, Advising, and Retention

Academic Performance Review (APR) Statistics from Planning and Institutional Research

The APR statistics can be seen in Appendix G, some of which cover through year 2011 and others that cover through year 2012. Per the APR statistics, the student headcount in the program dropped in 2010 to 138 students from 198 in 2009, but then increased every year from 2010 to 2012, which is the last year for which data was provided. The 2012 headcount is 160. Per a recent APGS report, the Fall 2013 program headcount is 182 students. The volatility in the headcount is primarily due to caps on admission mandated by the CLASS Dean and the system-wide decision to not admit graduate students in Spring 2013. As discussed previously, we now admit students to the limit of program capacity and expect that the headcount in future quarters will remain relatively stable if there are no changes in program resources.

The table below presents the student racial/ethnic total and percentages for 2009 through 2011, which was the last year reported in the *CAPR Table 1* in Appendix G.

	2009 Total 198	2010 Total 138	2011 Total 145	2009 Percent	2010 Percent	2011 Percent
Black, not Hispanic	44	24	25	22%	17%	17%
Asian	41	32	28	21%	23%	19%
Pacific Islander	5	0	1	3%	0%	1%
Hispanic	16	16	23	8%	12%	16%
White	40	35	32	20%	25%	22%
Multiple	0	3	4	0%	2%	3%
Unknown	39	19	28	39%	14%	19%
Nonresident	13	9	4	7%	7%	3%

In 2011 compared to 2009, the percentage of Black, not Hispanic students decreased from 22% to 17%; the percentage of Asian students decreased from 23% to 19%; the percentage of Pacific Islander students decreased from 3% to 1%; the percentage of Hispanic students increased from 8% to 16%; the percentage of White students increased from 20% to 22%; the percentage of Multiple race/ethnicity increased from 0% to 3 %; the number of Unknown race/ethnicity decreased from 39% to 19%; the percentage of Nonresident students decreased from 7% to 3%. The table indicates that the program has a diverse student body, however, it is difficult to draw meaningful conclusions about the changes in some of the percentages due to the large change in the percentage of students for whom the race/ethnicity is unknown, 19% in 2011 compared to 39% in 2009. Given the diversity in our student population, we are fortunate in PUAD in that all of the tenure-track faculty members are members of one or more “minority” groups, and that we have a high level of diversity in our lecturer pool.

The table below summarizes the data from the *Academic Program SFR Table* in Appendix G in terms of SCUs, FTEF, and SFR for the period of review. The table below contains data from years 2009 through 2012, which is the last year for which the *Academic Program SFR Table* has data.

Year	SCUs	FTEF	SFR
2009	1752	6.1	19.05
2010	1420	4.0	23.58
2011	1448	5.07	19.05
2012	1312	3.3	26.49

As can be seen in the table, the current SFR is 26.49, which is somewhat high for a graduate program, but given the ongoing budgetary constraints it is not unreasonable.

Impact of the impact of the observed patterns and trends

The impact of the changes in the number of majors, number of tenure-track faculty, SCUs, and SFR has placed pressures on the program, especially given the lack of faculty resources and administrative support. Program work that is critical for the program's continued growth and success is not being done as quickly as it should, although a substantial amount of work is being accomplished. There are a number of activities that are "in process" that would be further along if there were additional program faculty and administrative support, such as building an alumni association, creating more partnerships with community agencies and employers, increasing internship opportunities, developing multiple option areas, and pursuing grant opportunities.

2.4. Faculty

The table below was pulled from the *APR Summary Data* table that can be found in Appendix G. The total number of PUAD tenure-track faculty in 2012 is four, but as discussed previously in the review, only three of those faculty members are fulltime faculty and of those three only two primarily teach in the MPA program. The other fulltime faculty member only teaches in the MS-HCA program and also serves as the MS-HCA Graduate Coordinator. Professor Jay Umeh and Associate Professor Michael Moon are the other two fulltime faculty members, and Professor Umeh serves as Department Chair and Associate Professor Moon is the MPA Graduate Coordinator. Professor Jennifer Eagan is the part-time tenure-track faculty member (33% time base) but has not taught in the MPA program during the period under review due to her duties as Chair of the Philosophy Department and her work with CFA. The current number of tenure-track faculty (four) is half of what it was in 2009 (eight), however our past requests for additional tenure-track positions have not been met.

	Fall Quarter				
	2008	**2009**	**2010**	**2011**	**2012**
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	7	7	4	4	3
2. Part-Time	1	1	0	1	1
3a. Total Tenure Track	8	8	4	5	4
3b. % Tenure Track	44.4%	44.4%	40.0%	55.6%	33.3%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	10	10	6	4	8
6a. Total Non-Tenure Track	10	10	6	4	8
6b. % Non-Tenure Track	55.6%	55.6%	60.0%	44.4%	66.7%
7. Grand Total All Faculty	18	18	10	9	12

The table below was pulled from the *APR Summary Data* table that can be found in Appendix G. It shows the number of courses offered, their size, courses taught by tenure-track faculty, and courses taught by lecturers.

E. Section Size	2008	2009	2010	2011	2012
1. Number of Sections Offered	32.0	25.0	19.0	20.0	24.0
2. Average Section Size	20.5	24.9	29.0	29.3	29.3
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	34.1	38.2	34.4	34.4	34.8
5. Average Section Size for GD	16.2	20.8	26.3	27.4	28.1
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	3	5	2	3	1
8. GD Section taught by Tenured/Track	18	17	10	9	7
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	4	0	3	2	3
11. GD Section taught by Lecturer	7	3	4	6	13

As can be seen in the table, the average class size for our graduate courses has been steadily increasing. In addition, the number of graduate courses taught by tenure-track faculty has been decreasing while the number taught by lecturers has been increasing. In 2012, 16 of the 24 undergraduate and graduate courses (67%) were taught by lecturers while only 8 courses (33%) were taught by tenure-track faculty. In 2009, however, 22 of the 25 courses (88%) were taught by tenure-track faculty while only 3 (12%) were taught by lecturers. At a minimum, 50% of the courses should be taught by tenure-track faculty, but with the low number of program faculty we are forced to utilize more part-time lecturers. While the lecturers in the MPA program are professionals in the public administration field and receive strong student evaluations, having the majority of the courses taught by lectures affects the quality of the program.

2.5. Resources

Library resources

Tom Bickley is PUAD's library liaison for both the MS-HCA and the MPA programs. The program has worked with him to provide materials that will help students develop their information literacy, to determine which journals and textbooks would be good additions to the library holdings, and to make suggestions regarding streaming videos and other resources.

The library has a number of resources available for MPA students and faculty, including online databases, textbooks, website lists, streaming videos, and others. The online databases include JSTOR Economics, JSTOR Political Science, JSTOR Population Studies, ERIC, Academic Search Premier, Public Affairs Information Service, CINAHL, PsychINFO, and PubMed; these are the primary databases needed for research in the field. Some of the links included in the website lists include those to the International Encyclopedia of Public Policy and Administration, The Dictionary of Public Policy and Administration, Rend California, American Society for Public Administration, Association for Public Policy Analysis and Management, and the Government Printing Office (GPO), all of which are excellent sources of information related to the field of public administration and with which the students should become familiar. A sample of textbooks and E-books available include *Changing the U.S. Health Care System: Key*

Issues in Health Services Policy and Management, *Health Disparities in the United State: Social Class, Race, Ethnicity, and Health*, *Remedy and Reaction: The Peculiar American Struggle*, *The Retail Revolution in Health Care*, and *Inside National Health Reform*.

Instructional and Assistive Technology

All faculty who teach in the MPA program - both tenure-track and part-time lecturers - have participated in at least one workshop or individual training session regarding Blackboard, and most have participated in multiple sessions. Per PUAD guidelines, faculty are not allowed to teach courses in a hybrid format (some sessions online, some in-person) or fully online unless they have completed this training. In addition, faculty have participated in Faculty Development workshops and in several Back to the Bays presentations regarding online pedagogy and instructional technology.

The program has worked with Accessibility Services to provide academic accommodations for qualified individuals with disabilities, and has frequently referred students to the Assistive Technology Services Office (ATSO) for assistive technology assessment.

2.6. Units Requirement

Not applicable to this program.

2.7. Transfer Needed Curriculum

Not applicable to this program.

3. Five-Year Plan

During the next five years, the MPA program plans to focus on five broad areas – curriculum, networking, program assessment/improvement, fundraising/grantwriting, and faculty resources.

3.1. Curriculum

During the next five years, three primary factors will drive changes in the program's curriculum: results from annual program outcome assessment, changes in the knowledge base and/or skill set needed by effective public administrators and managers, and the curriculum content requirements of the accreditation agency, NASPAA. We plan to continue to have at least one department meeting or retreat each academic year devoted to reviewing the themes and suggestions that emerge from the graduate synthesis in PUAD 6901. In addition, part of that review will include a

discussion of the NASPAA required curriculum content and input from the MPA Advisory Board. If there have been changes in the NASPAA requirement or if our assessment measures indicate that the program should be modified, the MPA Curriculum Committee would discuss possible program modifications.

We are also looking to draw on the Department's involvement in the International City Management Association's (ICMA) Manager-in-Residence program as a way to enhance our MPA program. Our designated Manager in Residence is Michael Garvey who has served as City Manager in several Bay Area cities and towns, including the City of San Carlos from 1987-2005. Our MPA program is one of eight universities that are currently participating in this program, including San Francisco State University, University of Southern California, Stanford University, Pepperdine, University of La Verne, University of the Pacific, and CSU Sacramento. The Manager in Residence Program is intended to:

- Provide undergraduate and master-level students with a practitioner's "in-the-trenches perspectives on local government challenges and leadership and career development opportunities/topics
- Promote the rewards and benefits of local government management careers and thereby attract university students into local government
- Offer students and faculty the opportunity to interact and network informally with a City or County Manager
- Enhance the "curriculum" of MPA and other Masters programs
- Renew and refresh senior local government managers with an on-campus experience

The extent of curriculum revision and expansion that can be done in the program will depend upon departmental resources and if reinstating an option or adding a new option will be budget positive, or at least budget neutral. PUAD is currently exceeding the SRF targets in the Academic Affairs Funding Model and new options would need to be designed in a way that will not lower the SFR in the department. We will work closely with the CLASS Dean's Office to determine the effects of program expansion on SRF targets and the budget.

Also in the next five years, we plan to continue to offer the Self-Support Alameda County MPA program. We have recently been approached by the Associate Dean of the College of Letters, Arts and Social Sciences about the possibility of offering the MPA program in Concord where we had previously offered the MPA program. Although the program would probably be successful at the Concord location, we don't anticipate having enough departmental resources to expand the program into additional locations. The number of students that we can accommodate will be dependent on faculty resources.

3.2. Students

There is no question that the outlook, including the internal and external demand for the MPA program has remained quite high. The demand for the public administration degree and profession has continued to grow and much of the growth has been driven by the need for government involvement in the lives of citizens. Public administrators manage nearly every aspect of public service at the federal, state and local levels offering the opportunity to help shape the future of our society. While available data may be a good starting point, unfortunately they fail to reflect the extent of external demand of public administration graduates in society. The recent budget problems have actually become the "artificial" driver of enrollment, including the quarterly FTES data, number of students enrolled in the MPA program and the option areas, including the degrees awarded, rather than the need for students that may choose to enroll in the MPA program. Additionally, the MPA program has received direct requests (e.g., from Alameda County, Santa Clara County) to make graduate and undergraduate public administration majors available for their professional public administrators.

Public Management, Policy Analysis and Human Resources Management, for example, are a critical part of what public administrators do in the public sector. Given the size of local, state and national government organizations, the current projection of jobs is an understatement. The government sector continues to provide employment to a sizable percent of people in our communities. Ours is a program in human services management.

With so many people needing help in accessing services at all levels of government and other public service organizations, it is clear that our program will be helpful by graduating people with skills in policy analysis, management analysis, public policy, public management; nonprofit management; eligibility assessment; program assessment, etc.
In addition to meeting "demand" projections based on growth of job categories, the MPA program is interested in graduates enhancing their effectiveness in jobs they may already hold. Improving work effectiveness of seasoned professionals who seek the MPA program is also a component of demand served.

We plan to continue to offer the MPA program in a cohort fashion, where students follow a degree completion roadmap that identifies which courses should be completed in each quarter. The degree completion roadmap can be seen in Appendix A. We plan to continue to admit two cohorts of 25-30 students each in both the Fall and Spring quarters. The cohort model and number of cohorts drives when and how many courses need to be offered.

The MPA program is committed to the importance of practical experience, community engagement, and service learning. Over the next five years, we want to strengthen our current relationships with state, local public agencies and nonprofit employers and develop new relationships as a way of creating more internship opportunities for our students. However, developing and maintaining relationships with community partners is labor intensive. Over the next five years, we will seek funding, either through grant-

writing or fundraising, to develop internship opportunities for students, particularly students from underrepresented groups.

3.3. Faculty

As we reported in the Self-Study, data were obtained from the *APR Summary Data* table Appendix G. The total number of PUAD tenure-track faculty in 2012 is four, but as discussed previously in the review, only three of those faculty members are fulltime faculty and of those three only two primarily teach in the MPA program. The other fulltime faculty member only teaches in the MS-HCA program and also serves as the MS-HCA Graduate Coordinator. Professor Jay Umeh and Associate Professor Michael Moon are the other two fulltime faculty members, and Professor Umeh serves as Department Chair and Associate Professor Moon is the MPA Graduate Coordinator. Professor Jennifer Eagan is the part-time tenure-track faculty member (33% time base) but has not taught in the MPA program during the period under review due to her duties as Chair of the Philosophy Department and her work with CFA. The current number of tenure-track faculty (four) is half of what it was in 2009 (eight), however our past requests for additional tenure-track positions have not been met. The MPA program plans to request two tenure-track Assistant Professor positions that would join the department during Fall 2015. If the searches are approved, recruitment activities will begin during the Fall of 2014 (the position requests have been attached as Appendices H & I).

As was reported in the Self-Study, the average class size for our graduate courses has been steadily increasing. In addition, the number of graduate courses taught by tenure-track faculty has been decreasing while the number taught by lecturers has been increasing. In 2012, 16 of the 24 undergraduate and graduate courses (67%) were taught by lecturers while only 8 courses (33%) were taught by tenure-track faculty. In 2009, however, 22 of the 25 courses (88%) were taught by tenure-track faculty while only 3 (12%) were taught by lecturers. At a minimum, 50% of the courses should be taught by tenure-track faculty, but with the low number of program faculty we are forced to utilize more part-time lecturers. While the lecturers in the MPA program are professionals in the public administration field and receive strong student evaluations, having the majority of the courses taught by lectures affects the quality of the program.

3.4. Other Resources

In addition to the tenure-track faculty position discussed above, the other primary resource needed is the reinstatement of the ASA II position for administrative support. These are not new resources the program is requesting; they are resources that the program had that were eliminated. In addition, assuming that we receive the requested tenure-track positions, each new faculty member should receive some release time in

the first year, a new computer and printer, office space and furniture, and travel funds for conferences.

4. Outside Reviewer's Report

March 17, 2014

Dr. Jay Umeh
Professor and Chair
Department of Public Affairs and Administration (PUAD)
California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, Ca 94542

Dear Dr. Umeh:

Enclosed please find my evaluation of the Master of Public Administration (MPA) program's activities since its last review and its plans for the next five years. The evaluation and recommendations are based on a number of sources, including a review of the MPA self-study and five-year plan document, my understanding of "CAPR Policies and Procedure for Five-Year Reviews and Plans" and "Five Year Review Preparation – A Guide for Programs," and meetings with you, CLASS Dean Kathleen Rountree, CLASS Associate Dean Jsh Guo, Professor Toni Fogarty, Associate Professor Michael Moon, Administrative Support Coordinator Kathleen King, Administrative Support Assistant Dominic Brooke, select alumni, and current students. I would like to acknowledge the assistance, collegiality, and hospitality of the program faculty and administrative staff, who were uniformly informative, helpful, and very responsive to my questions and needs. The faculty and staff were as delightful to work with as they were extremely competent.

The MPA self-study and five-year plan document adhered to the required report format and table of content template, self-study template, and provided an informative overview of the program's activities since the last review. The report was based on solid analysis of program-and School-specific data. In addition, the meetings with you, administrators, faculty, alumni, and students helped to supplement my understanding of the program. The alumni and students were consistently enthusiastic and supportive of the program, acknowledged the program's value to them as preparation for a career in public administration, and expressed great appreciation of the work done by the department on behalf of the program and the students. As you will discover when you review the evaluation and recommendations, however, I do have some concerns regarding the long-term sustainability of the program, all of which stem from the limited number of program-specific faculty and limited staff and other resources. Despite the ongoing budgetary issues that the State is experiencing, there must be a way to support your program further.

Please let me know if you have any questions or need additional information regarding my evaluation and recommendations.

Sincerely,

Gleb Nikitenko

Gleb Nikitenko, EdD

External Program Reviewer's Report
Master of Public Administration (MPA)

Department of Public Affairs and Administration
California State University, East Bay

Submitted by

Gleb Nikitenko, EdD

MARCH 2014

I. Self-Study

The MPA self-study provided a summary of the previous review and 5-year plan, including aspects of networking and program recruitment, details regarding program curriculum, assessment and student learning, an analysis of Academic Performance Review (APR) Statistics, the impact of patterns and trends as evidenced by the APR statistics, the level of program resources, including library and instructional technology, and information regarding faculty, students, advising, and retention.

Summary of Previous Review and 5-Year Plan

The summary contained a brief history of the MPA program and the program's mission, as well as a summary of the previous five-year plan and the progress made in implementing the plan. In addition, the summary provided a straight-forward overview of the loss of NASPAA accreditation, issues with then-Dean Diedre Badejo, the forced resignation of Professor Umeh as Department Chair, and the destabilization of the Department as a result of Dean Badejo's appointment of multiple external Interim Chairs without consultation with the Department faculty. The summary also included a discussion of the submission of a five-year review prepared and submitted by one of the external Interim Chairs without faculty review, and the faculty's subsequent request to CAPR to revise and resubmit the five-year review. The five-year review was revised and resubmitted by then-Chair Toni Fogarty, which reflected the necessary Department faculty input, review, and approval.

The previous five-year plan focused on five broad areas – curriculum development and redesign, admission and enrollment management, an accelerated MPA program, community partnership development, and internships for pre-service students. In addition, the MPA program planned to closely monitor the student evaluation process. The program has made good progress in three of these areas, measured progress in one area, and no progress in fifth area.

In the area of curriculum development and redesign, the MPA program has discontinued the Human Resources and Change option and has significantly redesigned the Public Management and Policy Analysis and Health Care Administration options. The program has developed degree completion roadmaps that clearly indicate the required courses for the degree and option, and the quarters in which they are offered. Although having more variety in the choices students can make for their option courses would be better for the students and is a better fit for NASPAA accreditation, the lack of faculty resources and the need to manage course enrollment make this difficult to implement. However, the lack of variety in the program offerings is far from being the principal factor that is keeping the MPA program from NASPAA accreditation. The critical factor remains the insufficient number of tenure-track faculty who teach in the program: per NASPAA and similar accrediting bodies, the number must be increased to a minimum of five faculty members. With these additional faculty resources, the program could offer more variety and selection in its course offerings, which would strengthen both its content and depth of coverage.

Given the limited number of MPA faculty and the low-level of administrative support, it was somewhat surprising that the Department began offering the program off-site through

special sessions in 2011 exclusively to Alameda County public employees. However, the justification for developing an off-campus program was reasonable, given the fit of the off-site offering with the program's mission, the creation of more opportunities for pre-service internships for the state-side students, the increased employment opportunities for state-side students with Alameda County, and the ability of the special-sessions funds to help the Department purchase needed equipment and supplies. In addition, Alameda County has designated the Department as their "educational provider of choice," which indicates the County's satisfaction with the special-sessions MPA program and its desire to partner with the Department for additional Alameda County programs. At the current level of resources, however, I do not recommend the program to develop additional special-sessions offerings, nor expand the offerings to the Concord Campus.

In regards to admission and enrollment management, the program has revised its admission policy and how the Admissions Committee evaluates the applications. Demand for the program remains solid and the current headcount of the state-side MPA program is 187 students with 29 students in the special-sessions program. The high demand for the program and the limited program capacity has resulted in a higher GPA of admitted students as the number of admission applications from qualified applicants exceeds program capacity. The Department uses the cohort model and Department-generated and maintained databases to manage admission and enrollment. The courses offered by the program are now generally enrolled up to the course capacity, and the Department ties its course offerings to the number of students in each admission cohort. Since the adaptation of the cohort model and the databases, few courses are cancelled for under-enrollment and students have been able to proceed to degree completion in a timely and well-managed manner.

In regards to pre-service internships, the Department has developed strong ties with Alameda County through its session-sessions MPA program. This partnership has increased the internship opportunities for pre-service state-side students but more could be done in this area. Similar partnerships should be formed with other Bay Area counties, but the lack of Departmental resources limit the program's ability to do so.

In regards to the accelerated MPA program, there has been no progress in the development of an undergraduate degree that would tie-in with a one-year MPA program. Several factors have contributed to this lack of progress: the lack of interest by other Departments in collaborating with the program to use existing undergraduate degrees as the feeder degree program for the one-year MPA program, a University moratorium on developing new undergraduate programs, the limited number of MPA faculty, and the use of existing Department resources to create and implement the special-sessions MPA program for Alameda County. While the Department would like to move forward with the accelerated MPA program, it is highly unlikely that it will be able to do so with its current level of faculty resources.

Curriculum and Student Learning

The self-study included details on the adoption of five competency domains based on the NASPAA-developed competency domains that all graduates from public administration programs should be able to demonstrate. The domains include: lead and manage in public governance, participate in and contribute to the policy process, communicate and interact productively with a diverse and changing workforce and citizenry, articulate and apply a public service perspective, and analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies. These domains serve as the Program Learning Outcomes (PLOs) and are imbedded in the curriculum. The curriculum map shows the alignment of instruction with the five domains. The PLOs are clearly tied to all of the CSUEB Institutional Learning Outcomes.

This section also included details on the MPA assessment plan, assessment plan implementation, a summary of the assessment results, and a summary of the measures identified to improve the program based on the assessment results. The program seems to be making a good progress with its assessment activities, and is planning to launch a new assessment tool as part of PUAD 6901 in Winter 14.

The self-study provided course descriptions and provided an analysis of how the course offerings compared to the MPA program offered at San Francisco State University (SFSU). The SFSU program offers six option areas, which is significantly more than the two options offered by the CSUEB program. However, the SFSU MPA program has five full-time tenure-track faculty while the CSUEB only has three. In addition, one of the three Department faculty primarily teaches in and administers the MS-HCA program, which effectively reduces the number of MPA faculty to two.

The self-study discussed the program's transition to offering hybrid courses and its development of departmental policies for hybrid and online courses.

Students, Advising, and Retention

The self-study provided the Academic Performance Review Statistics (APR) from Planning and Institutional Research showing student demographics, student level, and faculty and academic allocation. The program has experienced some volatility in headcount and SCUs, but the volatility is primarily due to CLASS-mandated admission caps and the system-wide decision not to admit graduate students in certain quarters. The 2012 SFR is fairly high for a graduate program – 26.49, but given the ongoing CSU budgetary constraints, it is not unreasonable. In 2012, the average section size was 29.3, with an average section size for graduate courses of 28.1. While these section sizes are large, what is most disconcerting is the high percentage of courses taught by lecturers – 67%. Having the majority of courses taught by lecturers affects the quality of the program and the program's commitment to academic rigor and sustainable assessment efforts.

The self-study included a discussion of the impact of the observed patterns and trends in the APR statistics, as well as a discussion of the continued growth in program demand. In

essence, the low number of tenure-track faculty and the high number of students have made it difficult for the program to make much progress in critical program work.

The self-study also discussed issues concerning multicultural learning and how the program is addressing these issues. All of the Department's full-time tenure-track faculty are members of one or more "minority" groups, as are many of the lecturers. The Department also is a collaborating partner with UCSF and UCLA in the Minority Training Program in Cancer Control and Research.

Faculty

The APR statistics indicate four tenure-track faculty in the Department, however, there are only three full-time tenure-track faculty. Professor Eagan is a part-time tenure-track faculty member (33% time base) and she has not taught in the MPA program under the period of review due to her other duties as Chair of the Philosophy Department and her work with CFA. Of the three full-time tenure-track faculty in the department, one primarily teaches the MS-HCA courses and administers the MS-HCA program. To meet the needs of the program's growth and to maintain program quality, more faculty resources are needed. The current situation with faculty resources leads to the program's overreliance on adjunct faculty, who, though experienced and valuable overall, cannot be a long-term solution to the program's faculty staffing and curriculum implementation needs, especially with respect to program assessment and scholastic rigor.

Resources

The self-study included a discussion of library resources with respect to the program. The library resources for the program appear appropriate, including the primary online databases needed for research in the field, relevant textbooks, website lists, and streaming videos. The self-study also included a discussion of instruction and assistive technology. Tenure-track and part-time faculty have participated in appropriate training workshops and the program has worked with Accessibility Services to provide necessary academic accommodations for students with disabilities. It is not entirely clear, however, to what extent these resources are sufficient from the students' and other program stakeholders' perspectives, as no specific survey-based data regarding such resources and their use by students, for example, have been provided.

Units Requirement

Not applicable to the MPA program.

Transfer Needed Curriculum

Not applicable to the MPA program.

II. Five-Year Plan

The five-year plan details plans for curriculum, networking, program assessment/improvement, fundraising/ grant-writing, and faculty resources.

Curriculum

The five-year plan identified the three factors that would drive changes in the program curriculum: results from program assessment activities, changes in the needed knowledge base and skill set needed by effective administrators, and the curriculum content requirements and competencies as established by NASPAA. The five-year plan included the goal of maintaining its special-sessions MPA program with Alameda County and discussed the possibility of developing new options within the MPA degree, and offering the MPA at Concord. The Department is realistic about the need for increased Departmental resources in order to expand into the Concord Campus and to create additional options. The program's intentions to further develop and maintain the online course offerings become even more unrealistic with the current level of full-time faculty staffing and resources.

Networking

The MPA program emphasized its commitment to the importance of practical experience, community engagement, and service learning. It plans to strengthen its current relationships with local, stage, federal and not-profit organizations and to develop additional partnerships similar to the one it has with Alameda County. Such additional relationships are not outlined in any way and may be a good illustration of the current lack of faculty resources that would be necessary to foster those partnerships. It is also unclear what kind of outreach the program conducts to engage its alumni and other program stakeholders, beyond the semi-active advisory board, to maintain and enhance the program's currency, professional relevance, and eventually its support base.

Program Assessment/Improvement

The MPA program has developed a comprehensive assessment plan that assesses students' learning via the direct method of examination in the capstone experience and indirectly by the students' assessment of their own learning. The program continues to evaluate its assessment plan and has created a new assessment tool to measure the assurance of all of the PLOs and ILOs in the capstone experience, PUAD 6901. The program plans to continue to "close the loop" at the annual retreats during the Summer quarters by discussing the assessment results and any changes in curriculum and/or Department policies that the results indicate would be beneficial to program quality. It remains unclear what specific loop-closing activities have been conducted thus far and to what extent such activities have already benefited the program. More information and specific data about this part of program assessment would have further clarified this important aspect of the program assessment efforts. Faculty should also consider discussing and developing course-specific assessment rubrics and activities to make the assessment process even more comprehensive and robust.

To analyze student and alumni perceptions of program quality as part of indirect assessment, results of alumni and current student surveys based on a summative or a formative evaluation model may be advisable. Without the indirect assessment tool administered periodically, the program assessment planning and implementation process is somewhat incomplete.

Fundraising/ Grant-writing

The MPA program plans to seek funding, either through grant-writing or fundraising, to develop internship opportunities for students, particularly students from underrepresented groups. Given the program's mission, developing internship opportunities for students from underrepresented groups is a good fit. Moreover, it would be helpful for the department's faculty with staff support to develop a concrete fundraising plan to target select foundations, public agencies, and private donors to supplement the existing, severely limited resources.

Faculty Resources

As previously discussed, there are only three full-time tenure-track faculty in the Department, one of whom primarily teaches in and administers the MS-HCA program. There are thus essentially two program faculty. Compared to previously years, the current number of faculty is less than half of what it has been, even though the number of students remains high. In 2009, 88% of the courses were taught by tenure-track faculty, and 12% were taught by part-time lecturers. Currently, only 33% of the courses are being taught by tenure-track faculty, and 67% are being taught by lecturers. The program plans to seek additional tenure-track positions and to also increase the number of active part-time lecturers in the lecturer pool Currently, the program only has five lecturers who teach in the program, which isn't sufficient. The plan to seek additional tenure-track positions is very much needed if the program is to sustain itself. It may also be important to look into the faculty diversity and academic qualifications factors for both full-time and part-time faculty to maintain and increase the program quality.

Other Resources

The other resources identified by the five-year plan are minimal. Basically the program is requesting the reinstatement of resources that the program had previously: graduate coordinator release time and administrative support. In addition to the facts presented in the plan, I can attest to the bare minimum level of resources (especially staff and other administrative support) that the program currently has. It was both impressive and disconcerting to see how much the program gets done with such limited resources by essentially running almost every single aspect of its operation with only two tenure-track faculty and two part-time administrative staff. The over-extension of program support staff, partially funded by "soft money," is quite evident and does not appear to be a sustainable way of maintaining the program quality services (not to mention staff work satisfaction), especially as the program continues to grow and engage a variety of current and new stakeholders.

Recommendations

- Given the budget constraints and budget uncertainty faced by the CSU system, the MPA program has requested the bare minimum of the resources it needs to sustain itself. As mentioned earlier, the program should be commended on what it has been able to achieve with its limited amount of resources, its creativity in creating Department resources through its self-support activities, and its ability to leverage its limited resources though its community partnerships. It therefore remains extremely important for the program to obtain high-level support for its efforts in recruiting

additional faculty and hopefully increasing staff hours and possibly even adding at least one more either entry-level or even mid-level staff position to help in coordinating some of the program activities related to student services, including advising, registration, retention, and student event/ networking support.

- The program faculty and administration should be vigilant of monitoring any program expansion to avoid overextending itself, diluting the program resources, and possibly experiencing some deterioration of program quality.

- The program has implemented a good assessment plan that collects both direct and indirect assessment data. The use of the five competency domains adapted from those developed by NASPAA is appropriate, and reflects currency in the public administration education assessment field. While aligning the competencies to the courses in the curriculum map is a start, the program should work to provide more specificity in its curriculum map, showing how the courses are aligned with emerging, strengthened, and mastered competencies.

  Additional and more comprehensive data tracking and gathering in addition to a more consistent way of using such data for making programmatic and especially course-related curriculum decisions ("closing assessment loops") will be important areas for the program to continue improving on and reporting more consistently. For example, faculty should consider discussing and developing course-specific assessment rubrics and activities in course-based curriculum teams regularly to make the assessment process even more comprehensive and robust.

  To analyze student and alumni perceptions of program quality as part of indirect assessment, it is advisable to design and administer regular (at least bi-annual) alumni and current student surveys based on a summative or a formative evaluation model that faculty would find appropriate for the current program format.

- The department faculty should consider developing a concrete fundraising plan with staff support to target select foundations, public agencies, and private donors to supplement the existing, severely limited resources. An input and support from internal and external program stakeholders would further strengthen the plan's design and implementation. Such plan may become a good starting point for developing a strategic plan for the program – not an uncommon artifact of many quality (accredited or unaccredited) MPA programs.

- It is recommended that the program engage its alumni and other program stakeholders, beyond the semi-active advisory board, more consistently to maintain and enhance the program's currency, professional relevance, and eventually its support base. The stakeholder engagement would not only strengthen the program governance and enrollment cycles but also potentially lead to more effective outcomes of fundraising efforts mentioned earlier.

- Finally, the faculty should be provided with more consistent and constantly increasing support for their research, teaching, and professional service efforts to remain academically and/or professionally qualified, thus continuing to be one of the principal program assets and the source of admiration and support for the program among its external and internal stakeholders. For example, an incentive program helping faculty to better align their research and service activities with the program's mission and goals may be a worthwhile undertaking. Additionally, creation and development of "research salons" not only within the department but, more importantly, within CLASS and beyond within the CSU East Bay system would create a fertile ground for faculty collaboration on research projects, thus leading to undoubtedly positive academic (scholastic) and professional outcomes.

5. Program's Response

The Department of Public Affairs and Administration (PUAD) is grateful for Dr. Gleb Nikitenko's detailed and perceptive review of the MPA's program self-study and five-year plan. Dr. Nikitenko was selected as our outside reviewer based on his current position as the

Director of Career Planning and Assessment at the University of San Francisco (USF) and on his previous position as Associate Program Director for the Master of Public Administration, Bachelor of Health Services Management (BHSM), Bachelor of Public Administration (BPA), and Master of Nonprofit Administration (MNA) programs at USF. In addition, Dr. Nikitenko is an active member of NASPAA, which is the accreditation body for programs in public affairs and administration. He also served as the lead person on the successful USF NASPAA accreditation team.

Dr. Nikitenko based his report on his review of the MPA self-study and five-year plan document, his understanding of "CAPR Policies and Procedure for Five-Year Reviews and Plans" and "Five Year Review Preparation – A Guide for Programs." In addition, Dr. Nikitenko visited PUAD on January 22, 2014 and met with CLASS Dean Kathleen Rountree, CLASS Associate Dean Rafael Hernandez, PUAD Chair Jay Umeh, Associate Professor Michael Moon, Administrative Support Coordinator Kathleen King, Administrative Support Assistant Dominic Brooke, members of the MPA Advisory Board, alumni, and current students. Due to his father's unexpected death and the urgent need to relocate his mother to the US, Dr. Nikitenko was not able to submit his report until March 17, which delayed the submission of the final MPA self-study and five-year plan to CAPR and the Academic Senate, but we are grateful that Dr. Nikitenko was able to complete his report as soon as he did given his circumstances.

Dr. Nikitenko's report is shaped around the subheadings that are the required content for the self-study and five-year plan. In its previous five-year plan, the MPA program focused on five broad areas – curriculum development and redesign, admissions and enrollment management, an accelerated MPA program, community partnership development, and internship for pre-service students. He stated that the program "has made measured progress in three of these areas, measured progress in one area, and no progress in the fifth." He went on to say that "the program should be commended on what it has been able to achieve with its limited amount of resources, its creativity in creating department resources through its self-support activities, and its ability to leverage its limited resources through its community partnerships." We appreciate his acknowledgement that we have been able to make good progress in our goals in spite of the severe reduction in our department resources.

Dr. Nikitenko acknowledged that the recent program curriculum and redesign had "better aligned the curriculum with the NASPAA curriculum content requirements." He pointed out that the "principal factor that is keeping the MPA program from NASPAA accreditation" is not the curriculum but rather "the insufficient number of tenure-track faculty who teach in the program." He was also surprised that the Department began offering the MPA program off-site through special sessions in 2011 exclusively to Alameda County Employees, given the limited number of MPA faculty and the low-level of administrative support. However, he acknowledged that the self-support program directly flowed from the mission of the program and the University, and was a creative way for the program to generate departmental resources. He concurred with our assessment that the lack of multiple options in the program affects the depth of the curriculum, but viewed the curriculum as "…appropriate in its breadth of content coverage" for the current options. He recommended that "at the current level of resources, however, I do not recommend the program to develop additional special-sessions offerings, not expand the offerings to the Concord Campus."

Dr. Nikitenko acknowledged the program's commitment to the importance of practical experience, community engagement, and service learning. He stressed the need to strengthen our

current relationships with local, state, federal and non-profit organizations and to develop additional partnerships similar to the one we have with Alameda County. He believes that doing so would help the program to foster the relationships outlined above. He went on to point out that engaging our alumni and other program stakeholders and the advisory board would be necessary to enhance the program's currency, professional relevance, and eventually our support base. We concur with his ideas and suggestions for bringing viability back into the program and have plans to maintain an ongoing relationship with our alumni and other program stakeholders going forward.

In regards to student recruitment, Dr Nikitenko acknowledged the significant growth experienced by the program and stated that the "demand for the program remains solid and the current headcount of the state-side MPA is 187 students with 29 students in the special-sessions program. The high demand for the program and the limited program capacity has resulted in a higher GPA of admitted students as the number of admission applications from qualified applicants exceeds program capacity." He concurred that offering the program in a cohort fashion is an effective way to manage the demand, and the degree completion roadmaps the program has developed will help students move through the program effectively.

Dr. Nikitenko acknowledged that the program "has developed a comprehensive assessment, which utilizes five competency domains, a curriculum map, course-level student learning outcomes (SLOs), and both direct and indirect method of learning assessment". He viewed the use of "the five competency domains developed by NASPAA as appropriate, and reflects currency." He recommended that we should "provide more specificity in the curriculum map" and better indicate how the alignment with "emerging, strengthened, and mastered competencies." We concur that more specificity in the curriculum map would be desirable, but given the limited amount of department resources, it will take time to develop this amount of specificity.

Throughout the review, Dr. Nikitenko stressed the necessity of increasing program resources, primarily tenure-track faculty. The program's plan to add about three additional tenure-track faculty positions with the next five years will give the program the ability to increase program depth, to sustain its current and future growth. Even though he acknowledged the "budget constraints faced by the CSU system," he evaluated the resources requested in the five-year plan as "the bare minimum" and stated that it was "both impressive and disconcerting to see how much the program currently gets done with such limited resources." We are gratified that he has supported our request for additional program resources and his assessment that the requested resources are the minimal amount required to sustain the program.

Some Recent Developments:

Several issues raised in the MPA 5-Year Review have been addressed in the past year.

The MPA Graduate Coordinator release time has been re-established, he now receives 10 WTUs of release time.

The department staffing level has been increased. Kathleen King's appointment has been changed to 12/12. Even though we have more administrative support from Kathleen, given this change, it is still inadequate, given that she supports two large graduate programs, not one.

In the current academic year, the department has prioritized the MPA program as its highest priority, and was just approved to run an MPA search in the 2014-15 academic year. We are certainly very grateful to our Dean for this opportunity.

The MPA program Advisory Board has been re-invigorated and would be meeting once to twice a year. On April 30, 2014, the MPA Advisory Board met and discussed a whole range of items. Two key issues that formed part of the open discussion were (1) what important skills should an MPA graduate acquire to be competitive in today's job market? And, (2) what can we do to improve communications between the CSUEB MPA program and the local community? To address some of these concerns, the Department had since established a LinkedIn Group; and ongoing Alumni Brown Bag Meetings. A Professional Networking Event & Complimentary Luncheon was held on April 8, 2014 involving the Public Affairs and Administration (MPA program), and Political Science, respectively. The event was hosted at CSUEB's Professional Development Center at 1000 Broadway in Oakland.

David Fraser, one of our MPA lecturers has generously offered to have his workshop on grant-writing here on campus. The event would be hosted by PUAD and PUAD alumni and current students would be invited.

Ron Wetter, who is one of the MS-HCA lecturers and the Director of Governmental Relations at Kaiser Permanente, has proposed to hold a community presentation/forum on the one-year anniversary on the Affordable Care Act in California with a presentation panel of industry leaders. It would be sponsored by PUAD and Kaiser Permanente. So, we are already on our way with community engagement and getting the word out about our two programs!

The MPA program is currently involved in the International City Management Association's (ICMA) Manager-in-Residence Program. As part of the Cal-ICMA Coaching Program, the Manager in Residence Program is intended to: Provide undergraduate and master-level students with a practitioner's "in-the-trenches" perspectives on local government challenges and leadership and career development topics; Promote the rewards and benefits of local government management careers and thereby attract university students into local government; Offer students and faculty the opportunity to interact and network informally with a City or County Manager; Enhance the curriculum of MPA and other Masters programs; Renew and refresh senior local government managers with an on-campus experience. While on campus, the Manager in Residence may be engaged in a number of activities, including in-class presentations, one-to-one coaching of students interested in local government careers, brown bag lunches with student clubs, and dialogues with the faculty. Participating universities include the San Francisco State University, University of Southern California, Stanford, Pepperdine, University of La Verne, University of the Pacific, and CSU Sacramento.

On Saturday, September 14, 2013, at Merritt College, Honorable Elihu M. Harris was honored for his 30+ years of extraordinary public service. The co-chairs of the Tribute Dinner were Congresswoman Barbara Lee, California State Treasurer Bill Lockyer, Assemblymember Johan Klehs (Ret.), and the Honorable Willie L. Brown, Jr., who were the master of ceremonies. The

occasion was used to mark the launching of the Elihu M. Harris Leadership Scholarship Fund for the “new” scholarship in public leadership in the Department of Public Affairs and Administration (MPA) at CSUEB.

Following the approval of the MPA Tenure-Track position for 2014-2015, the Dean had this to say, “In closing, this department has regained its footing, and, I believe, its confidence. Students are seeking the program it offers, including the MPA. Increased resources are being assigned to the program, and it is possible but not guaranteed that further additional resources may be available in the future. I congratulate the department on its recent successes.”

APPENDIX A

Degree Completion Roadmaps

FALL ADMISSION - MPA DEGREE-COMPLETION ROADMAP

Program Overview

The MPA program requires the completion of 16 4-unit courses - 4 required foundation courses, 5 required core courses, 4 option area courses, 2 elective courses, and 1 required capstone course. The foundation courses must be completed with a grade of B or better and an overall 3.0 GPA must be maintained in the rest of the program. Please note that the roadmap may differ from what is in the University catalog or posted in the University or Department website. If you deviate from the roadmap, your degree completion may be delayed or your financial aid may be affected.

We have two options: Public Management and Policy Analysis (PMPA) option and the Health Care Administration (HCA) option.

	Course Title	**Pre-Requisites**
Foundation		
PUAD 4800	Public Administration & Society	None
PUAD 4830	Org Theory & Human Behavior	None
PUAD 4840	Fundamentals of Info Management	None
PUAD 5000	Philosophy of Public Administration	PUAD 4800, 4830
Core		
PUAD 6801	Public Policy Formulation	Foundation
PUAD 6811	Human Orgs & Social Realities	Foundation
PUAD 6812	Changing Human Organizations	Foundation, PUAD 6811
PUAD 6831	Research Methods I	Foundation
PUAD 6832	Research Methods II	Foundation
Capstone		
PUAD 6901	Graduate Synthesis	Taken in last quarter

PMPA Required	**Course Title**	**Pre-Requisites**
PUAD 6815	Ethics & Admin Responsibility	Foundation, core
PUAD 6842	Governmental Budgeting	Foundation, core
PUAD 6850	Human Resource Management	Foundation, core
PUAD 6864	Managing Public Organizations	Foundation, core

HCA Required	**Course Title**	**Pre-Requisites**
HCA 6200	US Health Care System	Foundation, most core
HCA 6250	Strategic Management	Foundation, most core, HCA 6200
HCA 6260	Health Care Policy Analysis	Foundation, most core, HCA 6200
HCA 6270	Health Care Management	Foundation, most core, HCA 6200

PMPA Electives	Course Title	Pre-Requisites
PUAD 6762	Group Procedure and Facilitation	Foundation, core
PUAD 6765	Organizational Diagnosis & Assessment	Foundation, core
PUAD 6802	Public Policy Implementation	Foundation, core
PUAD 6809	Public Program Evaluation	Foundation, core
PUAD 6830	Advanced Information Management	Foundation, core
PUAD 6840	Public Finance	Foundation, core
PUAD 6854	Seminar in Public Labor Relations	Foundation, core
PUAD 6869	Topics in Public Management	Foundation, core
PUAD 6999	Issues in Public Administration	Foundation, core

HCA Electives	Course Title	Pre-Requisites
HCA 6210	Leadership & Change	Foundation, most core, HCA 6200
HCA 6225	Org Theory & Behavior Health Care	Foundation, most core, HCA 6200
HCA 6240	Health Care Financing & Budgeting	Foundation, most core, HCA 6200
HCA 6275	Evolution of Managed Health Care	Foundation, most core, HCA 6200
HCA 6280	Legal & Ethical Issues Health Care	Foundation, most core, HCA 6200
HCA 6290	Quality Assessment & Improvement	Foundation, most core, HCA 6200

Fall Admission Degree Completion Roadmaps

Public Management and Public Policy Option, 2 courses per quarter

YEAR 1	Fall	Winter	Spring	Summer
	PUAD 4800	PUAD 5000	PUAD 6801	PUAD 6812
	PUAD 4830	PUAD 4840	PUAD 6811	PUAD 6832
YEAR 2	Fall	Winter	Spring	**Summer**
	PUAD 6831	PUAD 6815	PUAD 6842	
	PUAD 6864	PUAD 6850	Elective	**No Courses**
YEAR 3	Fall			
	PUAD 6901			
	Elective			

Health Care Administration Option, 2 course per quarter

YEAR 1	Fall	Winter	Spring	Summer
	PUAD 4800	PUAD 5000	PUAD 6801	PUAD 6812
	PUAD 4830	PUAD 4840	PUAD 6811	PUAD 6832
YEAR 2	Fall	Winter	Spring	**Summer**
	PUAD 6831	HCA 6270	HCA 6250	
	HCA 6200	HCA 6260	Elective	**No Courses**
YEAR 3	Fall			
	PUAD 6901			
	Elective			

If you want to have the health care administration option, you must declare the option **before** the end of the 1st Spring quarter. You can declare the option by sending an email to the MS-HCA Graduate Coordinator: toni.fogarty@csueastbay.edu

Writing Skills Test

The Writing Skills Test (WST) is required for all CSUEB students, including graduate students. You will not be able to enroll in PUAD 6901 (Graduate Synthesis) nor file to graduate until you successfully meet the WST requirement. Please contact the CSUEB Testing Center for information regarding the WST: http://testing.csueastbay.edu/. If you do not meet the WST requirement by your 3rd or 4th quarter in the program, the University may block your enrollment in courses and your degree completion will be delayed.

SPRING ADMISSION - MPA DEGREE-COMPLETION ROADMAP

Program Overview

The MPA program requires the completion of 16 4-unit courses - 4 required foundation courses, 5 required core courses, 4 option area courses, 2 elective courses, and 1 required capstone course. The foundation courses must be completed with a grade of B or better and an overall 3.0 GPA must be maintained in the rest of the program. Please note that the roadmap may differ from what is in the University catalog or posted in the University or Department website. If you deviate from the roadmap, your degree completion may be delayed or your financial aid may be affected.

We have two options: Public Management and Policy Analysis (PMPA) option and the Health Care Administration (HCA) option.

	Course Title	**Pre-Requisites**
Foundation		
PUAD 4800	Public Administration & Society	None
PUAD 4830	Org Theory & Human Behavior	None
PUAD 4840	Fundamentals of Info Management	None
PUAD 5000	Philosophy of Public Administration	PUAD 4800, 4830
Core		
PUAD 6801	Public Policy Formulation	Foundation
PUAD 6811	Human Orgs & Social Realities	Foundation
PUAD 6812	Changing Human Organizations	Foundation, PUAD 6811
PUAD 6831	Research Methods I	Foundation
PUAD 6832	Research Methods II	Foundation
Capstone		
PUAD 6901	Graduate Synthesis	Taken in last quarter

PMPA Required	**Course Title**	**Pre-Requisites**
PUAD 6815	Ethics & Admin Responsibility	Foundation, core
PUAD 6842	Governmental Budgeting	Foundation, core
PUAD 6850	Human Resource Management	Foundation, core
PUAD 6864	Managing Public Organizations	Foundation, core

HCA Required	**Course Title**	**Pre-Requisites**
HCA 6200	US Health Care System	Foundation, most core
HCA 6250	Strategic Management	Foundation, most core, HCA 6200
HCA 6260	Health Care Policy Analysis	Foundation, most core, HCA 6200
HCA 6270	Health Care Management	Foundation, most core, HCA 6200

PMPA Electives	Course Title	Pre-Requisites
PUAD 6762	Group Procedure and Facilitation	Foundation, core
PUAD 6765	Organizational Diagnosis & Assessment	Foundation, core
PUAD 6802	Public Policy Implementation	Foundation, core
PUAD 6809	Public Program Evaluation	Foundation, core
PUAD 6830	Advanced Information Management	Foundation, core
PUAD 6840	Public Finance	Foundation, core
PUAD 6854	Seminar in Public Labor Relations	Foundation, core
PUAD 6869	Topics in Public Management	Foundation, core
PUAD 6999	Issues in Public Administration	Foundation, core

HCA Electives	Course Title	Pre-Requisites
HCA 6210	Leadership & Change	Foundation, most core, HCA 6200
HCA 6225	Org Theory & Behavior Health Care	Foundation, most core, HCA 6200
HCA 6240	Health Care Financing & Budgeting	Foundation, most core, HCA 6200
HCA 6275	Evolution of Managed Health Care	Foundation, most core, HCA 6200
HCA 6280	Legal & Ethical Issues Health Care	Foundation, most core, HCA 6200
HCA 6290	Quality Assessment & Improvement	Foundation, most core, HCA 6200

Spring Admission Degree Completion Roadmaps

Public Management and Public Policy Option, 2 courses per quarter

YEAR 1	Spring	Summer	Fall	Winter
	PUAD 4800	PUAD 5000	PUAD 6801	PUAD 6812
	PUAD 4830	PUAD 4840	PUAD 6811	PUAD 6832
YEAR 2	Spring	Summer	Fall	Winter
	PUAD 6831	PUAD 6815	PUAD 6842	PUAD 6901
	PUAD 6864	PUAD 6850	Elective	Elective

Health Care Administration Option, 2 courses per quarter

YEAR 1	Spring	Summer	Fall	Winter
	PUAD 4800	PUAD 5000	PUAD 6801	PUAD 6812
	PUAD 4830	PUAD 4840	PUAD 6811	PUAD 6832
YEAR 2	Spring	Summer	Fall	Winter
	PUAD 6831	HCA 6260	HCA 6250	PUAD 6901
	HCA 6200	HCA 6270	Elective	Elective

If you want to have the health care administration option, you must declare the option **before** the end of the 1st Fall quarter. You can declare the option by sending an email to the MS-HCA Graduate Coordinator: toni.fogarty@csueastbay.edu

Writing Skills Test

The Writing Skills Test (WST) is required for all CSUEB students, including graduate students. You will not be able to enroll in PUAD 6901 (Graduate Synthesis) nor file to graduate until you successfully meet the WST requirement. Please contact the CSUEB Testing Center for information regarding the WST: http://testing.csueastbay.edu/. If you do not meet the WST requirement by your 3rd or 4th quarter in the program, the University may block your enrollment in courses and your degree completion will be delayed.

APPENDIX B

Course Descriptions

FOUNDATION COURSES (ALL OPTIONS)

PUAD 4800. Public Administration and Society (4)
The historical and political context of public administration; politics and economics of public bureaucracy; managing governmental organizations; public finance and the national economy; values, ethics, and the public interest; the interface between professional administrators and citizens. *Prerequisite for Classified Graduate Standing in the MPA program*.

PUAD 4830. Organization Theory and Human Behavior (4)
Classical and emerging theoretical perspectives of human organizations; organizational design and tomorrow's organizations; self and organization; environment and planned change; participative goal-setting and organizational effectiveness. *Prerequisite for Classified Graduate Standing in the MPA program*.

PUAD 4840. Fundamental of Information Management in the Public Sector (4)
Fundamentals of information technology, information policy, and management in the public and nonprofit sectors; computerized applications for the collection, analysis and presentation of information; research using online databases. Ten hrs/week in computer lab. *Prerequisite for Classified Graduate Standing in the MPA program*.

PUAD 5000. Philosophy of Public Administration (4)
Critical analysis of emerging domestic and global ideas; issues shaping and being shaped by the public sector. Theoretical perspectives on understanding values, ethics, citizenship, public good and the search for democratic administration. *Prerequisite for Classified Graduate Standing in the MPA program. Prerequisites: PUAD 4800, 4830*.

CORE COURSES (ALL OPTIONS)

PUAD 6801. Public Policy Formulation and Implementation (4)
Critical analysis of public policy-making processes; interrelationships between policy formulation, execution, evaluation, and revision; models of policy choices; citizen participation in policy-making; administrative responsibility in policy development. *Prerequisite: PUAD 4800.*

PUAD 6811. Human Organizations and Social Realities (4)
Post-modernist approaches to the understanding of organizational realities, including phenomenological, critical, feminist, and other interpretive approaches; subjective, intersubjective, contextual, historical influences; organizational socialization and personality growth, personal and organizational value development and human effectiveness. Prerequisite: PUAD 4800 and PUAD 4830.

PUAD 6812. Changing Human Organizations (4)
Application of interpretive, critical, and postmodern theories to changing organizations; uses of meaning-centered, experientially-grounded theories for understanding organizational cultures; praxis in changing organizations. *Prerequisites: PUAD 6811*.
PUAD 6831. Research Methods in Public Administration I (4)
Theory and methods of interpretive research in the public sector. Emphasis on

meaning-centered and inductive modes of data gathering and analysis, including interviews, participant observation, ethnographic methods, and the development of grounded theory. Issues in case study presentation and field research narratives. *Prerequisites: PUAD 4800, 4830, 5000*.

PUAD 6832. Research Methods in Public Administration II (4)
Positivistic research methods; uses of quantitative and computer analysis; application of quantitative approaches to organizational improvement, policy research, and decision making; implementation of research design; examination of the logic underlying application of quantitative methods and statistical techniques. *Prerequisites: PUAD 4800, 4830, 5000*.

PUBLIC MANAGEMENT AND POLICY ANALYSIS OPTION COURSES

PUAD 6815. Ethics and Administrative Responsibility (4)
Ethical dimensions of the public service; value dilemmas, administrative ethics and accountability, responsibility in making public choices, whistle-blowing, the public interest; equality and equity in democracy. *Prerequisite: PUAD 6801 and 6811*.

PUAD 6842. Governmental Budgeting (4)
Governmental budgeting as political and social processes; administrative control at federal, state, local levels; central budget agencies and budget offices in operating agencies; budgets as planning, policy-making and management instruments; executive-legislative relationships. *Prerequisite: PUAD 6801.*

PUAD 6850. Human Resource Management in the Public Sector (4)
Development of public service concepts and institutions; assessment of public personnel methods and organization; interaction with other management functions, and with the executive and legislative processes; influence of social and political values upon public service concepts. *Prerequisite: PUAD 6811*.

PUAD 6864. Managing Public Organizations (4)
The responsibilities of the public sector manager; differences between private and public sector management; short versus long-term management in the public sector. Critical examination of the public managers as strategic leaders. *Prerequisites: PUAD 6801*.

PUBLIC MANAGEMENT AND POLICY ANALYSIS OPTION ELECTIVE COURSES

PUAD 6762. Group Procedures and Facilitation (4)
Focus on becoming a lifelong learner and change manager by developing self-awareness and critical reflection skills. Explore learning styles, managing oneself, interpersonal skills, systems and integrative thinking, group processes and managing change. Includes discussion, group activities, and case problems. *Prerequisite: PUAD*
PUAD 6765. Organization Diagnosis and Assessment (4)
Intervention strategies (e.g., systems-based, appreciative inquiry, dialogue conferences, action learning), O. D. methods, interview techniques, observation, surveys, and discussion. Course participants carry out an organizational diagnosis and assessment. *Prerequisite: PUAD 6812*.

PUAD 6802. Seminar in Policy Implementation (4)
New course in the Public Policy Development Option. Developing strategies and tactics for identifying and solving implementation problems; implementation as a design, evaluative, and learning process; emphasis on analyzing implementation case studies. *Prerequisite: PUAD 6801*.

PUAD 6809. Seminar in Public Program Evaluation (4)
Assessment of policy impact and effectiveness; analysis of program objectives; methods of evaluation; developing action oriented evaluation processes; administration of evaluation systems. *Prerequisite: PUAD 6801*.

PUAD 6830. Information Management in Public Organizations (4)
Critical examination of the significance of information management concepts, tools, and technologies for public organizations; their implications for policy formulation, analysis, evaluation, organizational change, budgeting, decision making, knowledge management, and client services. *Prerequisite: PUAD 4800 and PUAD 4830*.

PUAD 6840. Seminar in Public Finance Administration (4)
Budgetary process in public policy formation and administrative control; strategic principles of fiscal policy in attaining public goals; public revenues, sources, incident, and effect of principal taxes; inter-governmental aspects of revenue problems; grants-in-aid. *Prerequisite: PUAD 6801*.

PUAD 6854. Seminar in Public Labor Relations (4)
History and present status of public labor relations; changing concepts and their implications for existing institutions, processes and values in public personnel systems, dispute resolution, cooperative labor management committees, and other current issues. *Prerequisites: PUAD 6801*.

PUAD 6869. Topics in Public Management (4)
Specialized investigations of public management issues and problems selected by instructor. Repeatable once if the course content is different. *Prerequisite: PUAD 6801. May be repeated once for credit when content varies, for a maximum of 8 units*.

PUAD 6999. Issues in Public Administration (4)
Specialized investigations of public administration issues and problems selected by instructor. Repeatable once if the course content is different. *Prerequisite: PUAD 6801. May be repeated once for credit when content varies, for a maximum of 8 units*.

HEALTH CARE ADMINISTRATION OPTION COURSES

HCA 6200 US HEALTH CARE SYSTEMS (4)
Major characteristics of the US health care system, its strengths and weaknesses, the roles of different stakeholders including providers, patients, policymakers and payers; the role of health insurance and its impacts, and definitions of health and health determinants. Prerequisites: STAT 1000 or its equivalent. A-F grading only.

HCA 6250 STRATEGIC MANAGEMENT OF HEALTH CARE ORGANIZATIONS (4)
Explores the application of strategic management principles to health care organizations. Topics include analyzing the external and internal environments, responding to change, developing mission and goal statements, strategy formulation, evaluation of strategic alternatives, and implementation. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

HCA 6260 HEALTH CARE POLICY ANALYSIS (4)
The health care policy process; impact of health care on broader social policy; influence of political and economic forces on health policies; impact of emerging models of health care such as community-based programs. Critical analysis of market-based models. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

HCA 6270 HEALTH CARE MANAGEMENT (4)
Develop the knowledge and skills needed to manage organizational resources: develop clear policies, position descriptions and expectations; build cohesive employee teams, coach and discipline employees, provide effective employee feedback and development, maximize advantages of diversity, and provide leadership. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

HEALTH CARE ADMINISTRATION OPTION ELECTIVE COURSES

HCA 6210 LEADERSHIP AND CHANGE IN HEALTH CARE ORGANIZATIONS (4)
Issues and practices of health care administrators that impact leadership style. Emphasis on developing capacities for leading health organizations in a changing environment, in particular strategic planning, human resources management, facilitation, negotiation and collaboration skills, as well as those needed for innovation and creative management practice. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

HCA 6225 ORGANIZATION THEORY AND BEHAVIOR IN HEALTH CARE (4)
Explores the application of classical and emerging theories in organizational design, behavior, and effectiveness to health care organizations. Topics include organizational purpose, design, structure, change, power and politics; and the impact of internal and external factors on structure and design. Prerequisite: STAT 1000 or its equivalent. A-F grading only.

HCA 6230 INFORMATION TECHNOLOGY IN HEALTH CARE (4)
The impact of information systems on the design and delivery of health care. Different

information technologies; use of information systems in policy making and quality assurance and improvement; relationship of information technology to organizational design. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

HCA 6240 HEALTH CARE FINANCING AND BUDGETING (4)
Functioning of health care markets; impact of economic incentives on health care decision-making; U.S. health care financing; impact of uninsured; role of nonprofit organizations; impact of managed care model; forecasting of health care expenditures; role of technology, prices, utilization rates, and demographics. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

HCA 6275 EVOLUTION OF MANAGED HEALTH CARE (4)
Overview of managed health care organizations, including their history, evolution, regulation, and financing. The course explores issues that are common to most managed care organizations, including accreditation and performance measurement, compensation, use of incentives, and the regulatory environment. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

HCA 6280 LEGAL AND ETHICAL ISSUES IN HEALTH CARE (4)
Contemporary legal issues in health care administration. Overview of recent health legislation and regulations. Personal and organizational liability. Ethical issues in health care administration. Impact of the market model on health care delivery. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

HCA 6290 HEALTH CARE QUALITY ASSESSMENT AND IMPROVEMENT (4)
Development of skills in evaluation methods and performance management with particular emphasis on the management of quality, standard setting, and performance assessment processes. Course includes historical beginnings, state-of-the-art voluntary and governmental efforts and proposed means of quality assessment and improvement. Prerequisites: HCA 6200, HCA 6225, and STAT 1000 or its equivalent. A-F grading only.

CAPSTONE COURSE (ALL OPTIONS)

PUAD 6901. Graduate Synthesis (4)
A synthesis of public administration theories and concepts through a critique of major readings in the field. Prerequisite for Comprehensive Examination (except for Counseling Focus students in the organizational change option). *Prerequisites: Advancement to Candidacy; completion of all core courses, option area requirements and electives; and consent of instructor*.

APPENDIX c

SFSU MPA Requirements

Core Requirements — 12 units

- P A 700 Foundations of Governance and Management
- P A 705 Design and Consumption of Research
- P A 706 Applied Data Analysis
- P A 715 Policy Process and Civic Engagement

Management Perspectives: — 12 units

Select four from the following:

- P A 720 Organization Design and Change Management
- P A 722 Performance Management and Planning
- P A 724 Economic Perspectives
- P A 725 Managing Human Capital
- P A 727 Program and Service Delivery
- P A 730 Resource Allocation and Management

Internship Requirement — 0 - 3 units

Internship requirement may be waived upon evidence and approval of previous or concurrent educationally appropriate work experience in public policy or administration.

Emphasis or Electives on advisement — 12 units

Culminating Experience Requirement: — 3 units

Select one from the following: (see above)

- P A 800 Capstone Course in Public Administration
- P A 898 Master's Thesis

Emphases

Nonprofit Administration — 12 units

- P A 744 Nonprofits, Public Policy, and Society

Select three from the following

- P A 740 Public Service Management
- P A 741 Emerging Trends in Public Service
- P A 745 Perspectives on Nonprofit Management
- P A 746 Organizational Learning and Nonprofit Management
- P A 750 Financial Management in the Public Service
- P A 752 Public Affairs and the Law
- P A 753 Decision making in the Public Service
- P A 754 Comparative Perspectives in the Public Service
- P A 755 Information and Knowledge in the Public Service
- P A 757 E-Government
- P A 762 Leading Change Across Sectors
- P A 775 Program Evaluation
- M S 800 Museum Management, Law, and Ethics
- M S 860 Fundraising in Museums

Public Policy — 12 units

- P A 770 Policy Analysis
- P A 775 Program Evaluation

Select two policy content courses, such as PA 776 Environmental Policy, or PA 777 Criminal Justice Administration

Public Service Management — 12 units

- P A 740 Public Service Management

Select three from the following:

- P A 750 Financial Management in the Public Service
- P A 752 Public Affairs and the Law
- P A 753 Decision Making in the Public Service
- P A 754 Comparative Perspectives in the Public Service
- P A 755 Information and Knowledge in the Public Service
- P A 757 E-Government
- P A 762 Leading Change Across Sectors
- P A 775 Program Evaluation

Urban Administration — 12 units

- P A 780 Urban Administration

Select three from the following:

- ECON 535/ USP 535 Urban Economics
- GEOG 433/ USP 433 Urban Transportation (4)
- GEOG 666 Geography of Garbage: Recycling and Waste Reduction
- GEOG 667 Environmental Justice: Race, Poverty and the Environment
- GEOG 668 Politics, Law and the Urban Environment
- GEOG 858/ P A 858 Seminar in Environmental and Land Use Planning
- P A 741 Emerging Trends in Public Service
- P A 750 Financial Management in the Public Service
- P A 752 Public Affairs and the Law
- P A 755 Information and Knowledge in the Public Service
- P A 757 E-Government
- P A 762 Leading Change Across Sectors
- P A 775 Program Evaluation
- P A 781 Sustainable Development in Cities
- P A 783 Urban Housing Policy
- P A 784 Intergovernmental Relations
- USP 560 Urban Poverty and Policy (4)
- USP 565 Social Policy and Family Systems (4)
- USP 570 Urban Health Policy
- USP 580 Housing Policy and Planning

Environmental Administration — 12 units

The elective emphasis in Environmental Administration is offered jointly by the Public Administration Program (School of Public Affairs and Civic Engagement) and the Department of Geography & Environment. Students should take P A 762, one other course from the list of MPA courses below, and two courses from the list of Geography courses below.

- P A 762 Environmental Policy

Select one from the following:

- P A 781 Sustainable Development in Cities
- P A 741 Emerging Trends in Public Service
- P A 750 Financial Management in Public Service
- P A 752 Public Affairs and the Law
- P A 753 Decision Making in the Public Service
- P A 754 Comparative Perspectives in the Public Service

- P A 755 Information and Knowledge in the Public Service
- P A 757 E-Government
- P A 762 Leading Change Across Sectors
- P A 775 Program Evaluation

Select two from the following:

- GEOG 433 Urban Transportation (4)
- GEOG 435 Geography of Global Transportation (4)
- GEOG 600 Environmental Problems and Solutions
- GEOG 647 Geography of Water Resources (4)
- GEOG 658 Land Use Planning (4)
- GEOG 651 San Francisco Bay Area Environmental Issues (4)
- GEOG 652 Environmental Impact Analysis (4)
- GEOG 751 Environmental Management
- GEOG 820 Human and Social Geography
- GEOG 858 / P A 858 Seminar in Environmental and Land Use Planning

Criminal Justice Administration — 12 units

- P A 763 Criminal Justice Administration

Select three from the following:

- C J 505 International Criminal Law [GE] (4)
- C J 515 Extremism as Crime
- C J 520 Construction of Crime and Justice
- C J 525 Global Restorative Justice and Corrections
- C J 530 Geographies of Social Control and Urban Diversity
- C J 550 School Violence and Discipline
- C J 600 Youth Gangs in Community Context
- P A 741 Emerging Trends in Public Service
- P A 750 Financial Management in the Public Service
- P A 752 Public Affairs and the Law
- P A 753 Decision Making in the Public Service
- P A 754 Comparative Perspectives in the Public Service
- P A 755 Information and Knowledge in the Public Service
- P A 757 E-Government
- P A 762 Leading Change Across Sectors
- P A 775 Program Evaluation

A variety of 1 unit courses, typically available in the Winter and Summer sessions, will be available that, together, can be used to make up a 3 unit elective.

APPENDIX D

PUAD Hybrid Course Guidelines

PUAD Hybrid Course Guidelines

In hybrid courses:

- Instructor must let department know which sessions are online and which are in-person at least two weeks prior to the schedule deadline for the quarter
- One to five sessions may be online (no more than 5)
- Generally, the first session should be an in-person session
- Generally, no more than 2 consecutive online sessions
- Generally, the in-person sessions should be full-length class sessions
- One of the forums in Blackboard should be a forum for students to post questions to the instructor, with an expected 48-hour response time, excluding weekends and holidays
- For the online sessions, the instructor must specify a specific one-hour time period when the instructor will be available to answer email/phone calls ("office hour")
- The online sessions must have a variety of instructional activities and materials, including but not limited to textbook and instructor-created PowerPoint presentations, mini-lectures, videos, podcasts, lists of websites to visit, quizzes, and discussion questions
- Instructors should have departmental approval prior to offering a course in hybrid mode; once approved, the instructor may use the hybrid mode for other courses
    - Factors the department will consider include:
        1. Has the instructor participated in basic Blackboard training or have previous experience with designing hybrid or online courses?
        2. Does the instructor have a variety of instructional activities and materials planned for the course?
        3. Is the course approved to be offered in hybrid mode? PUAD 5000 and PUAD 6811 are not approved to be offered in hybrid mode

APPENDIX E

Curriculum Map

Public Management and Policy Analysis Option

I = Introduced P = Practiced M = Mastered

Course Prefix	Course #	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6		ILO1	ILO2	ILO3	ILO4	ILO5	ILO6
PUAD	6801 Indicators		I	I	I	I			I	I	I	I	I	I
PUAD	6811 Indicators	I		P	P	I			P	P	I	I		I
PUAD	6812 Indicators	P	P	I		P			P	P	P	P		P
PUAD	6815 Indicators	P	P	P	P	P			P	P	P	P	P	P
PUAD	6831 Indicators			P					P					P
PUAD	6832 Indicators			P					P					P
PUAD	6842 Indicators			P					P			P	P	P
PUAD	6850 Indicators	P		P		P			P	P	P	P		P
PUAD	6864 Indicators	P	P	P	P				P	P	P	P	P	P
PUAD	6901 Indicators	M	M	M	M	M			M	M	M	M	M	M

Students who graduate with a Master in Public Administration, with the Public Management/Policy Analysis option, will be able to:

- Lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry
- Participate in and contribute to the policy process
- Analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies
- Articulate and apply a public service perspective
- Communicate and interact productively with a diverse and changing workforce and citizenry

Health Care Administration Option

I = Introduced P = Practiced M = Mastered

Course Prefix	Course #	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6		ILO1	ILO2	ILO3	ILO4	ILO5	ILO6
PUAD	6801 Indicators		I	I	I	I			I	I	I	I	I	I
PUAD	6811 Indicators	I		P	P	I			P	P	I	I		I
PUAD	6812 Indicators	P	P	I		P			P	P	P	P		P
PUAD	6831 Indicators			P					P					P
PUAD	6832 Indicators			P					P					P
HCA	6200 Indicators		I	I	I	I			I		I	I	I	I
HCA	6250 Indicators	P		P	P				P	P		P	P	P
HCA	6260 Indicators		P		P				P		P		P	P
HCA	6270 Indicators	P	P	P	P	P			P	P	P	P	P	P
PUAD	6901 Indicators	M	M	M	M	M			M	M	M	M	M	M

Students who graduate with a Master in Public Administration, with the Health Care option, will be able to:

- Lead and manage in health care services governance while demonstrating an understanding of the role of theory in health care services governance and the application of these theories toward health care administrative inquiry
- Participate in and contribute to the health care policy process
- Analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies
- Articulate and apply a health care services perspective
- Communicate and interact productively with a diverse and changing health care workforce and citizenry

APPENDIX F

PUAD 6901 Exam and Rubrics

[PUAD Comprehensive Exam / PLO Assessment Instrument Template]

CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of Public Affairs and Administration
PUAD 6901 (Sec 1): Graduate Synthesis
Comprehensive Exam

The aim of the comprehensive examination is to synthesize theories and concepts that you learned from PUAD 6901 and other courses. Hence, emphasis in your answers should be on "pulling together" the knowledge and insights that you have gained from the course and your study at CSUEB. Your answers should reflect a personal position on the questions, utilizing systematic rigor and **citing appropriate authors as necessary.** Please be sure to leave time to proofread your answers/arguments.

Your performance on the comprehensive examination will be a major part of the grading criteria for the course. Since this is a take-home examination, please feel free to use your course materials and other relevant MPA resources for answering these questions.

Instructions:
This is a take-home examination. You have seven (7) days to complete this examination. However, the sooner you can complete and submit your responses on Blackboard, the better.

Typing and Final Draft Instructions:

a) Examinations have to be typed double spaced
b) Examination will not be returned to you. You may want to keep a copy for yourself. You will be able to view your examination in the department office with my comments. Good luck to each of you.

And, when typing the examination, please be sure to type an abbreviated form of the question at the beginning of each answer, just to let your reader know the question being responded to.

WHEN YOU ARE DONE WITH THIS EXAM, PLEASE POST YOUR RESPONSE IN THE FOLDER PROVIDED IN THE COURSE MATERIALS SECTION OF THE BLACKBOARD.

Overall PLO Self-Assessment Questions

1. I can lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

2. I can participate in and contribute to the policy process.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

3. I can analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

4. I can articulate and apply a public service perspective.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

5. I can communicate and interact productively with a diverse and changing workforce and citizenry.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Essay Questions and PLO Assessment Rubrics

Essay 1

The development of theories and approaches in public administration has largely been associated with the socioeconomic and political conditions of American society over the last hundred years. In the early 20th century the emphasis in public administration was the traditional, structural-functional and rationalistic. For most circumstances of the time, the old public administration served its purpose well. Since the latter part of the last century, we have seen the world transformation through globalization, information technology, and devolution of authority. Develop an essay considering the following aspects—consider Denhardt and Denhardt, Jun, Bolman and Deal and other materials from your MPA program as you answer this question:

a) Explain the dominant theory in public administration practice and elaborate on the major theoretical assumptions of the Old Public Administration.

b) What are some of the major reasons for promoting the New Public Management and its limitations? (include reasons from health care, if that is your option)

c) Provide a new theoretical basis for developing a responsible public administration.

PLO Rubric: Lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry.

Criteria	**Non-**	**Introductory**	**Proficient**	**Distinguished**

	performance			
Demonstrates an understanding of the dominant theory in public administration and assumptions of Old Public Administration (i.e., part a)	Discussion of 1) a dominant PA theory and 2) Old PA assumptions is absent and/or superficial; no substantive particulars included.	Description of 1) dominant PA theory and/or 2) Old PA assumptions is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course; aspects of theory and assumptions are essentially presented in list form with little integration.	Description of 1) dominant PA theory and 2) Old PA assumptions is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course; aspects of theory and assumptions are presented with some coherent integration.	Description of 1) dominant PA theory and 2) Old PA assumptions is specific with correct use of terms; substantive details are integrated in a coherent exposition of dominant PA theory and practice that conform to definitions used in the course.
Demonstrates an understanding of the major reasons for promoting New Public Management and its limitations (i.e., part b)	Discussion of 1) major reasons for promoting NPM and 2) its limitations is absent and/or superficial; no substantive particulars included.	Discussion of 1) major reasons for promoting NPM and/or 2) its limitations is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	Discussion of 1) major reasons for promoting NPM and 2) its limitations is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	Discussion of 1) major reasons for promoting NPM and 2) its limitations is specific with correct use of terms, conforming to definitions used in the course.
Demonstrates the role of theory by providing a new theoretical basis for developing a responsible public administration (i.e., part c)	Description of new theoretical basis for developing responsible PA is absent and/or superficial; no substantive particulars included.	Description of new theoretical basis for developing responsible PA is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the	Description of new theoretical basis for developing responsible PA is specific with few incorrect uses of terms; most substantive details conform to definitions used in the	Description of new theoretical basis for developing responsible PA is specific with correct use of terms; substantive details are integrated in a coherent exposition of

	course and are essentially presented in list form with little/no integration.	course and are presented with some coherent integration.	responsible PA practice and a new theoretical basis for developing it that conform to definitions used in the course.

[STUDENT TYPE OR PASTE ESSAY 1 HERE]

Reflection questions for Essay 1

Based on Essay 1 that you typed/pasted above, please assess your work using the PLO Rubric provided at the beginning of the essay question.

1a. Demonstrates an understanding of the dominant theory in public administration and assumptions of Old Public Administration.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

1b. Demonstrates an understanding of the major reasons for promoting New Public Management and its limitations.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

1c. Demonstrates the role of theory by providing a new theoretical basis for developing a responsible public administration.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

Essay 2

Historically, bureaucracies have used crisis, rational, and/or shared incremental designs for problem solving. What, in your view, are some problems associated with these designs? How can we come to a common understanding of reality, which includes a shared view of the problem? How would the social design approach advocated by Jun alleviate these problems? What are some limitations of the social design approach? Please feel free to draw on your professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations (including from health care, if that is your option) to support your response.

PLO Rubric: Participate in and contribute to the policy process.

Criteria	**Non-performance**	**Introductory**	**Proficient**	**Distinguished**
Demonstrates ability to list and explain at least two problems with crisis, rational, and/or shared incremental designs for problem solving in bureaucracies based on professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations	Explanation of problems with crisis, rational, and/or shared incremental designs for problem solving in bureaucracies is absent and/or superficial; no substantive particulars included.	Explanation of problems with crisis, rational, and/or shared incremental designs for problem solving in bureaucracies is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	Explanation of problems with crisis, rational, and/or shared incremental designs for problem solving in bureaucracies is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	Explanation of problems with crisis, rational, and/or shared incremental designs for problem solving in bureaucracies is specific with correct use of terms, conforming to definitions used in the course.
Demonstrates understanding of how we can come to a common understanding of reality, which includes a shared view of the problem,	Discussion of how we can come to a common understanding of reality, which includes a shared view of the problem, is absent and/or	Discussion of how we can come to a common understanding of reality, which includes a shared view of the problem, is vague and/or	Discussion of how we can come to a common understanding of reality, which includes a shared view of the problem, is specific with	Discussion of how we can come to a common understanding of reality, which includes a shared view of the problem, is specific with

based on professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations	superficial; no substantive particulars included.	includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	few incorrect uses of terms; most substantive details conform to definitions used in the course.	correct use of terms, conforming to definitions used in the course.
Describes at least two ways the social design approach advocated by Jun alleviates problems with crisis, rational, and/or shared incremental designs based on professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations	Discussion of at least two ways the social design approach advocated by Jun alleviates problems with crisis, rational, and/or shared incremental designs is absent and/or superficial; no substantive particulars included.	Discussion of at least two ways the social design approach advocated by Jun alleviates problems with crisis, rational, and/or shared incremental designs is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	Discussion of at least two ways the social design approach advocated by Jun alleviates problems with crisis, rational, and/or shared incremental designs is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	Discussion of at least two ways the social design approach advocated by Jun alleviates problems with crisis, rational, and/or shared incremental designs is specific with correct use of terms, conforming to definitions used in the course.
Describes at least two limitations of the social design based on professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations	Discussion of at least two limitations of the social design is absent and/or superficial; no substantive particulars included.	Discussion of at least two limitations of the social design is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	Discussion of at least two limitations of the social design is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	Discussion of at least two limitations of the social design is specific with correct use of terms, conforming to definitions used in the course.

[STUDENT TYPE OR PASTE ESSAY 2 HERE]

Reflection questions for Essay 2

Based on Essay 2 that you typed/pasted above, please assess your work using the PLO Rubric provided at the beginning of the essay question.

2a. Demonstrates ability to list and explain at least two problems with crisis, rational, and/or shared incremental designs for problem solving in bureaucracies based on professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

2b. Demonstrates understanding of how we can come to a common understanding of reality, which includes a shared view of the problem, based on professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

2c. Describes at least two ways the social design approach advocated by Jun alleviates problems with crisis, rational, and/or shared incremental designs based on professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

2d. Describes at least two limitations of the social design based on professional experiences, including the Jun text, Hom article, other materials, and related examples and illustrations.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

Essay 3

We have discussed many of the constraints and barriers that public administrators confront in trying to serve their publics. Constraints and barriers come in many forms. Some of the most notable are political and administrative in nature. In your view, what are some of the most visible administrative constraints that public administrators face in trying to carry out their administrative responsibilities? What strategies or tactics can public administrators use to overcome or bypass these constraints? [Please be sure to draw on the course readings, personal and professional experiences (including from health care, if that is your option) as you answer these questions]

PLO Rubric: Analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies.

Criteria	**Non-performance**	**Introductory**	**Proficient**	**Distinguished**
Describes at least two ways the most visible administrative constraints that public administrators face in trying to carry out their administrative responsibilities based on course readings, personal, and professional experiences	Discussion of at least two ways the most visible administrative constraints that public administrators face in trying to carry out their administrative responsibilities is absent and/or superficial; no substantive particulars included.	Discussion of at least two ways the most visible administrative constraints that public administrators face in trying to carry out their administrative responsibilities is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	Discussion of at least two ways the most visible administrative constraints that public administrators face in trying to carry out their administrative responsibilities is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	Discussion of at least two ways the most visible administrative constraints that public administrators face in trying to carry out their administrative responsibilities is specific with correct use of terms, conforming to definitions used in the course.
Describes at least two strategies or tactics public administrators can use to overcome or	Discussion of at least two strategies or tactics public administrators can use to overcome or	Discussion of at least two strategies or tactics public administrators can use to overcome or	Discussion of at least two strategies or tactics public administrators can use to overcome or	Discussion of at least two strategies or tactics public administrators can use to overcome or

bypass administrative constraints based on course readings, personal, and professional experiences	bypass administrative constraints is absent and/or superficial; no substantive particulars included.	bypass administrative constraints is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	bypass administrative constraints is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	bypass administrative constraints is specific with correct use of terms, conforming to definitions used in the course.

[STUDENT TYPE OR PASTE ESSAY 3 HERE]

Reflection questions for Essay 3

Based on Essay 3 that you typed/pasted above, please assess your work using the PLO Rubric provided at the beginning of the essay question.

3a. Describes at least two ways the most visible administrative constraints that public administrators face in trying to carry out their administrative responsibilities based on course readings, personal, and professional experiences.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

3b. Describes at least two strategies or tactics public administrators can use to overcome or bypass administrative constraints based on course readings, personal, and professional experiences.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

Essay 4

Bolman and Deal advocate a multi-frame approach to management and leadership in organizations. But typically managers/leaders use only a single frame when diagnosing a problem. Drawing upon your experience, including materials covered as part of your MPA program, discuss the limitations of the single frame approach. Next, describe why a multi-frame approach may not enhance our abilities as public administrators to understand and manage organizations. How can we justify the use of multi-frame as a way to develop effective practices

and solve problems in the public sector? (include justification(s) for health care, if that is your option)

PLO Rubric: Articulate and apply a public service perspective.

Criteria	**Non-performance**	**Introductory**	**Proficient**	**Distinguished**
Drawing upon own experience, including materials covered as part of the MPA program, discusses at least two limitations of the single frame approach typically used by managers/leaders	Discussion of at least two limitations of the single frame approach typically used by managers / leaders, drawing upon own experience, including materials covered as part of the MPA program, is absent and/or superficial; no substantive particulars included.	Discussion of at least two limitations of the single frame approach typically used by managers / leaders, drawing upon own experience, including materials covered as part of the MPA program, is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	Discussion of at least two limitations of the single frame approach typically used by managers / leaders, drawing upon own experience, including materials covered as part of the MPA program, is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	Discussion of at least two limitations of the single frame approach typically used by managers / leaders, drawing upon own experience, including materials covered as part of the MPA program, is specific with correct use of terms, conforming to definitions used in the course.
Demonstrates understanding of why a multi-frame approach may not enhance our abilities as public administrators to understand and manage organizations	Explanation of why a multi-frame approach may not enhance our abilities as public administrators to understand and manage organizations is absent and/or superficial; no substantive particulars included.	Explanation of why a multi-frame approach may not enhance our abilities as public administrators to understand and manage organizations is vague and/or includes mostly incorrect use of terms; some substantive details conform	Explanation of why a multi-frame approach may not enhance our abilities as public administrators to understand and manage organizations is specific with few incorrect uses of terms; most substantive details conform	Explanation of why a multi-frame approach may not enhance our abilities as public administrators to understand and manage organizations is specific with correct use of terms, conforming to definitions used in the course.

		to definitions used in the course.	to definitions used in the course.	
Demonstrates ability to justify the use of multi-frame as a way to develop effective practices and solve problems in the public sector	Explanation of the use of multi-frame as a way to develop effective practices and solve problems in the public sector is absent and/or superficial; no substantive particulars included.	Explanation of the use of multi-frame as a way to develop effective practices and solve problems in the public sector is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	Explanation of the use of multi-frame as a way to develop effective practices and solve problems in the public sector is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	Explanation of the use of multi-frame as a way to develop effective practices and solve problems in the public sector is specific with correct use of terms, conforming to definitions used in the course.

[STUDENT TYPE OR PASTE ESSAY 4 HERE]

Reflection questions for Essay 4

Based on Essay 4 that you typed/pasted above, please assess your work using the PLO Rubric provided at the beginning of the essay question.

4a. Drawing upon own experience, including materials covered as part of the MPA program, discusses at least two limitations of the single frame approach typically used by managers/leaders.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

4b. Demonstrates understanding of why a multi-frame approach may not enhance our abilities as public administrators to understand and manage organizations.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

4c. Demonstrates ability to justify the use of multi-frame as a way to develop effective practices and solve problems in the public sector.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

Essay 5

During the course of the class, we have examined the challenges that public administrators face in trying to be good public servants. These challenges help to shape their chances for successfully carrying out their administrative and some would say their "shared" responsibilities. Thus, one might say the search for the "good" public administrator begins with an examination of the challenges public administrators face and their skills and talents (good listener, inclusive, reflexive, autonomous, good facilitator, mutually responsive, concern for social equity, etc.) in becoming good public problem solvers for society and their citizens.

One of the challenges public administrators face is that they may be at times "more the problem than the solution." An old political phrase from the 1960s suggests that "if you are not part of the solution, you are the problem." Give reasons for public administrators posing problems when it comes to them administering in the common good and facilitating administrative change. After identifying the reasons you believe that public administrators may constitute the problem, provide your change strategies for helping public administrators to emerge as problem-solvers rather than problem-creators [Please feel free to draw on especially Jun, Hayward, Bowman and Deal, Denhardt and Denhardt and others from other sources and from your professional experiences (including from health care, if that is your option) to answer this question].

PLO Rubric: Communicate and interact productively with a diverse and changing workforce and citizenry.

Criteria	**Non-performance**	**Introductory**	**Proficient**	**Distinguished**
Discusses at least two reasons public administrators themselves pose problems when administering in the common good and	Discussion of at least two reasons public administrators themselves pose problems when administering in the common	Discussion of at least two reasons public administrators themselves pose problems when administering in the common	Discussion of at least two reasons public administrators themselves pose problems when administering in the common	Discussion of at least two reasons public administrators themselves pose problems when administering in the common

facilitating administrative change, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer	good and facilitating administrative change is absent and/or superficial; no substantive particulars included.	good and facilitating administrative change, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer, is vague and/or includes mostly incorrect use of terms; some substantive details conform to definitions used in the course.	good and facilitating administrative change, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer, is specific with few incorrect uses of terms; most substantive details conform to definitions used in the course.	good and facilitating administrative change, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer, is specific with correct use of terms, conforming to definitions used in the course.
Discusses at least two change strategies for helping public administrators to emerge as problem-solvers rather than problem-creators, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer	Discussion of at least two change strategies for helping public administrators to emerge as problem-solvers rather than problem-creators is absent and/or superficial; no substantive particulars included.	Discussion of at least two change strategies for helping public administrators to emerge as problem-solvers rather than problem-creators, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer is vague and/or includes mostly incorrect use of	Discussion of at least two change strategies for helping public administrators to emerge as problem-solvers rather than problem-creators, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer is specific with few incorrect uses of terms;	Discussion of at least two change strategies for helping public administrators to emerge as problem-solvers rather than problem-creators, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer is specific with correct use of terms,

	terms; some substantive details conform to definitions used in the course.	most substantive details conform to definitions used in the course.	conforming to definitions used in the course.

[STUDENT TYPE OR PASTE ESSAY 5 HERE]

Reflection questions for Essay 5

Based on Essay 5 that you typed/pasted above, please assess your work using the PLO Rubric provided at the beginning of the essay question.

5a. Discusses at least two reasons public administrators themselves pose problems when administering in the common good and facilitating administrative change, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

5b. Discusses at least two change strategies for helping public administrators to emerge as problem-solvers rather than problem-creators, drawing on Jun, Hayward, Bolman and Deal, Denhardt and Denhardt and others from other sources and from own professional experiences in the answer.

☐ Non-performance ☐ Introductory ☐ Proficient ☐ Distinguished

Your rationale (no longer than 1 paragraph):

APPENDIX G

Student Demographics
Faculty, Academic Allocation, Headcount, and Course Data

California State University, East Bay

APR Summary Data

Fall 2008 - 2012

Public Affairs & Administration					
	Fall Quarter				
	2008	**2009**	**2010**	**2011**	**2012**
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	298	289	223	265	334
	298	289	223	265	334
	College Years				
B. Degrees Awarded	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**
1. Undergraduate	0	0	0	0	0
2. Graduate	111	124	119	124	99
3. Total	111	124	119	124	99
	Fall Quarter				
	2008	**2009**	**2010**	**2011**	**2012**
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	7	7	4	4	3
2. Part-Time	1	1	0	1	1
3a. Total Tenure Track	8	8	4	5	4
3b. % Tenure Track	44.4%	44.4%	40.0%	55.6%	33.3%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	10	10	6	4	8
6a. Total Non-Tenure Track	10	10	6	4	8
6b. % Non-Tenure Track	55.6%	55.6%	60.0%	44.4%	66.7%
7. Grand Total All Faculty	18	18	10	9	12
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	6.8	6.7	3.5	4.5	2.7
9. Lecturer FTEF	1.9	0.8	1.9	2.6	4.3
10. Total Instructional FTEF	8.7	7.5	5.4	7.1	7.0
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	90.9	125.9	64.0	84.3	47.7
11b. % of FTES Taught by Tenure/Track	56.3%	87.2%	51.9%	55.7%	26.9%
12a. FTES Taught by Lecturer	70.7	18.4	59.2	67.2	129.9
12b. % of FTES Taught by Lecturer	43.7%	12.8%	48.1%	44.3%	73.1%
13. Total FTES taught	161.6	144.3	123.2	151.5	177.6
14. Total SCU taught	2424.0	2164.0	1848.0	2273.0	2664.0
D. Student Faculty Ratios					
1. Tenured/Track	13.3	18.9	18.1	18.9	17.9
2. Lecturer	37.8	23.0	32.1	25.8	30.3
3. SFR By Level (All Faculty)	18.6	19.3	22.9	21.4	25.6
4. Lower Division	.	.	.	.	.

5. Upper Division	28.5	31.8	31.3	27.0	28.5
6. Graduate	15.1	15.9	19.8	19.7	24.9
E. Section Size					
1. Number of Sections Offered	32.0	25.0	19.0	20.0	24.0
2. Average Section Size	20.5	24.9	29.0	29.3	29.3
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	34.1	38.2	34.4	34.4	34.8
5. Average Section Size for GD	16.2	20.8	26.3	27.4	28.1
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	3	5	2	3	1
8. GD Section taught by Tenured/Track	18	17	10	9	7
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	4	0	3	2	3
11. GD Section taught by Lecturer	7	3	4	6	13

Source and definitions available at: http://www.csueastbay.edu/ira/apr/summary/definitions.pdf

	Fall Quarter				
Headcount Enrollment	**2008**	**2009**	**2010**	**2011**	**2012**
Public Administration					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	236	198	138	145	160
4. Total Number of Majors	236	198	138	145	160
	College Years				
Degrees Awarded	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**
Public Administration					
1. Undergraduate	0	0	0	0	0
2. Graduate	83	92	79	77	54
3. Total Number of Majors	83	92	79	77	54

Academic Program Review SFR Table - Subject
California State University, East Bay
SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS

Fall 2008 through Fall 2012

		Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
PUAD	Tenured & Tenure Track	1100.0	1476.0	856.0	984.0	332.0	73.33	98.40	57.07	65.60	22.13	5.43	5.33	2.70	4.00	1.17	13.50	18.46	21.14	16.40	19.00
	Lecturer	968.0	276.0	564.0	464.0	980.0	64.53	18.40	37.60	30.93	65.33	1.60	0.80	1.31	1.07	2.14	40.28	22.97	28.61	28.96	30.57
	Lower Division	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Upper Division	800.0	584.0	512.0	688.0	556.0	53.33	38.93	34.13	45.87	37.07	1.90	1.27	1.20	1.70	1.30	28.04	30.70	28.47	26.95	28.47
	Graduate	1268.0	1168.0	908.0	760.0	756.0	84.53	77.87	60.53	50.67	50.40	5.13	4.86	2.82	3.37	2.00	16.47	16.01	21.50	15.05	25.20
	Total	2068.0	1752.0	1420.0	1448.0	1312.0	137.87	116.80	94.67	96.53	87.47	7.04	6.13	4.01	5.07	3.30	19.60	19.05	23.58	19.05	26.49

CAPR Table 1

California State University, East Bay

Public Administration		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
		Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL
		Master		Master		Master		Master		Master	
Female	Black, non-Hispanic	48	48	50	50	33	33	19	19	16	16
	Asian	25	25	32	32	28	28	20	20	19	19
	Pacific Islander	4	4	5	5	2	2			1	1
	Hispanic	18	18	20	20	13	13	12	12	16	16
	White	25	25	35	35	24	24	23	23	20	20
	Multiple ethnicity							2	2	3	3
	Race/ethnicity unknown	31	31	34	34	26	26	12	12	19	19
	Nonresident aliens	5	5	3	3	7	7	4	4	3	3
Male	Black, non-Hispanic	9	9	9	9	11	11	5	5	9	9
	Asian	12	12	13	13	13	13	12	12	9	9
	Pacific Islander			2	2	3	3				
	Hispanic	5	5	8	8	3	3	4	4	7	7
	White	13	13	9	9	16	16	12	12	12	12
	Multiple ethnicity							1	1	1	1
	Race/ethnicity unknown	11	11	11	11	13	13	7	7	9	9
	Nonresident aliens			5	5	6	6	5	5	1	1
Total	Black, non-Hispanic	57	57	59	59	44	44	24	24	25	25
	Asian	37	37	45	45	41	41	32	32	28	28
	Pacific Islander	4	4	7	7	5	5			1	1
	Hispanic	23	23	28	28	16	16	16	16	23	23
	White	38	38	44	44	40	40	35	35	32	32
	Multiple ethnicity							3	3	4	4
	Race/ethnicity unknown	42	42	45	45	39	39	19	19	28	28
	Nonresident aliens	5	5	8	8	13	13	9	9	4	4

APPENDIX H

CALIFORNIA STATE UNIVERSITY EAST BAY

For Faculty Who Will Start Fall 2015
Department of Public Affairs and Administration (PUAD)
Master of Public Administration (MPA) Program
Interpretive/Critical Theory Perspectives, Social Justice, and Administrative Ethics

Due to a large number of retirements and other changes at the University, some departments will need to continue the process of hiring tenure-track faculty. While economic realities (and enrollment ceilings) will not permit as much hiring as we would like, we would like to begin thinking and hiring strategically for the decade(s) ahead.

Please remember that any faculty searches that were approved for 2013-14 and went unfilled, will continue to be approved searches into 2014-15 (i.e. it is not required to re-submit a new faculty justification). For new 2014-15 faculty searches (where the new faculty will start Fall 2015), please use the below format to make each request for a tenure-track hire.

Your request must go through the normal channels from Chair, to Dean, to Provost. The timeline for these requests will be:

December 16, 2013	Departments submit tenure-track hire requests to Deans
January 20, 2014	Five-year hiring plan and faculty search requests due in Provost's Office
January 27- Feb. 18, 2014	Provost discusses tenure-track requests with the Academic Affairs Leadership Team
February 18, 2014	First release of authorized recruitments to the Colleges

Justification:

Department: Public Affairs and Administration

1. Brief overview of the position.

   PUAD requests a tenure-track position with expertise in interpretive (i.e., phenomenological and hermeneutic) and critical theory perspectives in administrative theory, as well as expertise in social justice and administrative ethics. The CSUEB MPA program has the national distinction of focusing on the philosophical and social science thinking about the nature of administrative practice and service, and expertise in interpretive and critical theory perspectives is critical to maintaining that distinction. PUAD is among the key founders of the Public Administration Theory Network, and the journal connected to that scholarly network, *Administrative Theory & Praxis*, was originally housed at PUAD. The unique

connection to theory and the role that PUAD plays in the scholarly network has contributed to the success of MPA graduates as public administrators in a variety of settings.

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

   The strategic goals of PUAD and the MPA program are in alignment with the University's mission, *Eight Shared Strategic Commitments* and Institutional Learning Objectives (ILOs). PUAD serves the Bay Area's demand for higher education to meet the economy's need for a highly educated workforce, specifically the need for effective public administrators and dedicated public servants. In the MPA program, students are prepared to apply their education to the meaningful lifework of public service. Through the program's emphasis on interpretive and critical theory perspectives in administrative theory, social justice, and administrative ethics, graduates are more prepared to be socially responsible contributors to society, think critically and creatively, communicate clearly and persuasively while listening to others, promote equity and social justice, and work collaboratively and respectively with individuals from diverse backgrounds. In addition, per the recent report *Pathways Through Graduate School and Into Careers* published by the Commission of Pathways Through Graduate School and Into Careers, the MPA program is in alignment with the expectations of employers of graduate degree holders: "In addition to requisite content knowledge, critical skills such as professionalism and work ethic, oral and written communication, collaboration and teamwork, and critical think and problem-solving are consistently defined as important to job success."

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

   With the retirement of Professor Frank Scott, PUAD lost the only faculty with expertise in interpretive and critical theory perspectives in administrative theory, as well as expertise in social justice and administrative ethics. This has forced us to use part-time lecturers for several foundation and core courses in the MPA program, including PUAD 5000 (Philosophy of Public Administration), PUAD 6811 (Human Organizations & Social Realities), PUAD 6812 (Changing Human Organizations), and PUAD 6815 (Ethics & Administrative Responsibility), which is adversely affecting the quality of the program and undermining the program's national distinction of focusing on the philosophical and social science thinking about the nature of administrative practice and service. Filling this position would fill the gaps caused by the loss of this faculty member.

   Due to the small number of faculty, this position would also help to address student advising/mentoring needs, allow PUAD to more fully develop and implement its MPA assessment plan, create opportunities for program recruitment, and enhance PUAD's ability to develop and maintain community partnerships - such as the partnership with the Alameda County Training and Education Center and the Department of National University Relations at Kaiser Permanente - that are beneficial for the students, community, and University. For example, the City of Oakland and Contra Costa County have both expressed an interest in partnering with PUAD to offer the MPA program on site for their public employees, which mirrors the program we have with Alameda County that began in Spring 2011. The lack of faculty makes it difficult

for PUAD to create additional community partnerships. In addition, this position would also help to address the needs of PUAD, CLASS, and the University for administrative and/or committee work, including faculty governance.

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

   Student demand is also a driver of the need for this position. The data in the IRA table (http://www.csueastbay.edu/ira/tables/FallHeadcountEnrollment/Fall.Headcount.Enrollment.1-2.pdf), and the data available from the Pioneer Data Warehouse are in conflict, so data from both sources are presented.

   The *Summary of Academic Plans by College by Department* report generated from the Pioneer Data Warehouse indicate that there were 237 active (enrolled) MPA students in Fall 2012 and 189 active MPA students in Fall 2011. The IRA table indicates that there were only 145 MPA students in Fall 2011. Since the data from the Pioneer Data Warehouse only covers 2010 and 2011, the IRA table is used for the five-year analysis, although its accuracy is questionable.

   As can be seen in the table below, the number of students in the program appears to be falling. However, due to the conflict in the IRA tables and the Pioneer Data Warehouse, the data in the table is questionable. Regardless, there has not been a decrease in student demand. The demand for the program is strong, but the lack of tenure-track faculty, the limited number of qualified part-time lecturers, and the CLASS lecturer budget constrain the number of courses that we

Year	Fall Headcount
2007	206
2008	236
2009	198
2010	138
2011	145
2012	160

   can offer. This limits the number of students that PUAD can admit to the MPA program since we do not want to admit students who cannot enroll in courses and complete the degree in a timely manner.

   In a recent report from PEMSA analyzing applications, admissions, and enrollment, the percentage of applicants admitted to the MPA program only ranges from 40.37% to 60.92%. While some of the admission denials are due to unqualified applicants or incomplete applications, the majority of the denied applicants are qualified for admission but not admitted due to the constraints on the number of courses that can be offered.

Quarter	Applied	Admitted	% Admitted
Fall 2008	174	106	60.92
Fall 2009	169	94	55.62

Fall 2010	161	65	40.37
Fall 2011	128	67	52.34
Spring 2009	72	36	50.00
Spring 2011	71	37	52.11
Fall 2012	132	93	70.45
Winter 2013	45	34	75.55

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

   The CSUEB MPA program has the national distinction of focusing on the philosophical and social science thinking about the nature of administrative practice and service, and expertise in interpretive and critical theory perspectives is critical to maintaining that distinction. PUAD is among the key founders of the Public Administration Theory Network, and the journal connected to that scholarly network, *Administrative Theory & Praxis*, was originally housed at PUAD. The unique connection to theory has contributed to the success of MPA graduates as public administrators in a variety of settings.

   The CSUEB MPA program has been recognized as a valued community partner by a variety of public agencies and counties. PUAD has worked with the Alameda County Human Resources Services Department to create a Workforce Development Plan for Alameda County public employees, with educational achievement as part of the career ladders. PUAD has been designated the "educational provider of choice" by the Alameda County Education and Training Center and Alameda County public employees are directed to the CSUEB MPA program for professional development and career advancement. With the addition of another faculty member we could build on this reputation by expanding this model to other counties and cities, such as Contra Costa County and the City of Oakland.

Please describe briefly;

6. Faculty Composition.
   a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

      We currently have 3.3 tenure-track faculty members in the department, only two of whom primarily teach in the MPA program. The other full-time tenure-track faculty primarily teaches in the MS-HCA program, the other graduate program offered by PUAD. The 0.3 position is shared with the Department of Philosophy, but over the last several years, her WTUs have been bought out by CLASS (Chair release time) or by Academic Affairs (CFA release time). Since Fall 2008, we have lost five faculty members:

Quarter	**Faculty**	**Status**
Fall 2011	Frank Scott	FERP

Fall 2010	George Goerl	FERP
Fall 2010	Lisa Faulkner	Resigned
Spring 2010	Ken Kyle	Resigned
Fall 2008	Dvora Yanow	Retired

b. The ratio of tenured/tenure-track faculty to total FTEF in your department

AY 12-13*
Tenure/tenure-track FTEF: 2.7
Total FTEF: 7

*Note: As of the completion of this form, data from Institutional Research was only available as current as AY 12-13

c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

A tenure-track position is needed over an instructor position for several reasons. The primary reason is to maintain program quality. We have been forced to use lecturers for several foundation and cores courses in the MPA program, including PUAD 5000 (Philosophy of Public Administration), PUAD 6811 (Human Organizations & Social Realities), PUAD 6812 (Changing Human Organizations), and PUAD 6815 (Ethics & Administrative Responsibility), which is adversely affecting the quality of the program.

A tenure-track position would also help to address student advising/mentoring needs, allow PUAD to more fully develop and implement its MPA assessment plan, create opportunities for program recruitment, and enhance PUAD's ability to develop and maintain community partnerships - such as the partnership with the Alameda County Training and Education Center and the Department of National University Relations at Kaiser Permanente - that are beneficial for the students, community, and University. For example, the City of Oakland and Contra Costa County have both expressed an interest in partnering with PUAD to offer the MPA program on site for their public employees, which mirrors the program we have with Alameda County that began in Spring 2011. The lack of faculty makes it difficult for PUAD to create additional community partnerships. In addition, this position would also help to address the needs of PUAD, CLASS, and the University for administrative and/or committee work, including faculty governance.

d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

AY 12-13*
Total majors by headcount: 334
Total tenure/tenure-track faculty by headcount: 4
Ratio of majors to tenure/tenure-track faculty by headcount: 83.5:1

*Note: As of the completion of this form, data from Institutional Research was only available as current as AY 12-13

e. Department/School SFR as compared to the College SFR.

AY 12-13*
Department SFR: 21.4
College SFR: 26.3

*Note: As of the completion of this form, data from Institutional Research was only available as current as AY 12-13

f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty).

This position was a part of the 5-year hiring plan and the specific expertise in interpretive (i.e., phenomenological and hermeneutic) and critical theory perspectives in administrative theory, as well as expertise in social justice and administrative ethics, was emphasized in the plan.

7. Curriculum

a. The percentage of teaching in your department which satisfies general education requirements

0%

b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

In the MPA program, most of the courses are taught in a hybrid mode, meaning that some of the sessions are in-person and some are fully online. While teaching fully online *courses* is not a requirement of this position, teaching some fully online *course sessions* is a requirement. In the past, we offered the MPA program at the Concord Campus and the Oakland Campus, but due to budget constraints and the low number of tenure-track faculty we were unable to continue those programs. Teaching at those campuses is thus not a requirement of this position.

c. Does the position represent a central component of a CSU, East Bay's student's education? How?

Since this position represents a central component of the MPA program, it represents a central component of a CSUEB MPA student's education. In the MPA program, students are prepared to apply their education to the meaningful lifework of public service. Through the program's emphasis on interpretive and critical theory perspectives in administrative theory, social justice, and administrative ethics, graduates are more prepared to be socially responsible contributors to society, think

critically and creatively, communicate clearly and persuasively while listening to others, promote equity and social justice, and work collaboratively and respectively with individuals from diverse backgrounds. There is strong alignment between the MPA program and the University's ILOs.

8. Scholarship/New Sources of Revenue

a. Address the potential for scholarly success.

The CSUEB MPA program has the national distinction of focusing on the philosophical and social science thinking about the nature of administrative practice and service, and expertise in interpretive and critical theory perspectives is critical to maintaining that distinction. PUAD is among the key founders of the Public Administration Theory Network, and the journal connected to that scholarly network, *Administrative Theory & Praxis,* was originally housed at PUAD. There are opportunities for publication and conference participation through the Public Administration Theory Network. We would expect the new faculty member would be very active in the network.

b. Address the potential for external/internal support for scholarship.

Having a limited number of faculty in PUAD has affected our ability to participate in external support for scholarship. However, there are funding opportunities of which we could take advantage if we had additional faculty. For example, the California Healthcare Foundation and the California Endowment offer funding for policy research, especially in the area of health care delivery and health care disparities.

c. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

Although the position has not been discussed with other units outside of the PUAD and CLASS, this position is critical to the scholarly/research/creative efforts to those units. The strength of the University lies partially with its faculty, and this position will strengthen units both inside and outside of PUAD and CLASS. PUAD has been active in the development of the University's ILOs, active in faculty governance, active in self-support and grants, and active in the LEEP program. The addition of this position will help PUAD to further contribute to the University.

d. What has the unit done to maximize its current resources (i.e., to help itself?) over the past five years?

Over the past five years, PUAD has embarked on a number of activities that either maximize current resources or create additional resources for itself, CLASS, and the University.

- We have instituted aggressive enrollment management practices that have significantly increased the department's SFRs. As previously discussed, PUAD's SFRs exceed those of CLASS and those of the University funding model. Part of our enrollment management efforts includes the development of degree completion roadmaps for both the MPA and MS-HCA degrees that clearly outline a student's enrollment in each quarter.
- We have successfully launched two self-support programs – the fully online MS-HCA and the Alameda County MPA program. We are currently seeking approval to move forward with a fully online and self-supporting Graduate Certificate in Health Informatics. These self-support efforts help to generate resources for the University, CLASS, and PUAD.
- We have worked with University Advancement to launch a MPA and MS-HCA Scholarship program that is funded by PUAD alumni. We have already raised close to $5,000.
- As an effort to increase our visibility to our alumni, we have created a LinkedIn group that is limited to MPA/MS-HCA alumni, current students, faculty, and staff. We think that this will increase alumni support of both programs.
- We received a $50,000 grant from the CSU Commission on the Extended University that we used to seed the fully online MS-HCA program.

e. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

PUAD has been very effective in raising funds from external sources. We have launched two very successful self-support programs are in the approval process for a self-support certificate. We have developed a number of significant community partnerships, including the Alameda County Training and Education Center, Kaiser Permentante, Kaiser Foundation, and ACHE Health Education Network (HEN). In addition, we are a collaborating partner with the Minority Training Program in Cancer Control and Research sponsored by UCSF and UCLA. We have worked effectively with our community partners, and have also worked well with different units across campus, including University Advancement and DCIE.

f. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

9. Recruitment:
    a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

As we have done in the past, the department will place the position announcement in a diverse mix of publications, including those that may be targeted to underrepresented groups. All of our previous recruitment plans have been approved by the DELO without modification or concerns. In addition, all of our applicant pools have been diverse and there have been no issues with our recommendations for

campus interviews or hires. The department is an extremely diverse department, and we plan to maintain that diversity.

b. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No, hiring at the assistant professor level is sufficient.

c. Can you collaborate with another department on advertising or other costs of recruitment?

At this time, we don't know which department will be recruiting. If possible, we would collaborate on advertising and other costs of recruitment.

APPENDIX I

CALIFORNIA STATE UNIVERSITY EAST BAY

New Faculty Justification
For Faculty Who Will Start Fall 2015

Department of Public Affairs and Administration (PUAD)
Master of Public Administration (MPA) Program
Public Budgeting, Public Finance, and Public Program Evaluation

Due to a large number of retirements and other changes at the University, some departments will need to continue the process of hiring tenure-track faculty. While economic realities (and enrollment ceilings) will not permit as much hiring as we would like, we would like to begin thinking and hiring strategically for the decade(s) ahead.

Please remember that any faculty searches that were approved for 2013-14 and went unfilled, will continue to be approved searches into 2014-15 (i.e. it is not required to re-submit a new faculty justification). For new 2014-15 faculty searches (where the new faculty will start Fall 2015), please use the below format to make each request for a tenure-track hire.

Your request must go through the normal channels from Chair, to Dean, to Provost. The timeline for these requests will be:

December 16, 2013	Departments submit tenure-track hire requests to Deans
January 20, 2014	Five-year hiring plan and faculty search requests due in Provost's Office
January 27- Feb. 18, 2014	Provost discusses tenure-track requests with the Academic Affairs Leadership Team
February 18, 2014	First release of authorized recruitments to the Colleges

Justification:

Department: Public Affairs and Administration

Brief overview of the position.

1. PUAD requests a tenure-track position with expertise in public budgeting, public finance, and public program evaluation. This expertise is needed in the following courses required for the Public Management and Policy Analysis option in the MPA program: PUAD 6809 (Public Program Evaluation), PUAD 6840 (Public Finance), PUAD 6842 (Governmental Budgeting), and PUAD 6802 (Public Policy Implementation).

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

The strategic goals of PUAD and the MPA program are in alignment with the University's mission, *Eight Shared Strategic Commitments* and Institutional Learning Objectives (ILOs). PUAD serves the Bay Area's demand for higher education to meet the economy's need for a highly educated workforce, specifically the need for effective public administrators and dedicated public servants. In the MPA program, students are prepared to apply their education to the meaningful lifework of public service. Through the program's emphasis on interpretive and critical theory perspectives in administrative theory, social justice, and administrative ethics, graduates are more prepared to be socially responsible contributors to society, think critically and creatively, communicate clearly and persuasively while listening to others, promote equity and social justice, and work collaboratively and respectively with individuals from diverse backgrounds. In addition, per the recent report *Pathways Through Graduate School and Into Careers* published by the Commission of Pathways Through

Graduate School and Into Careers, the MPA program is in alignment with the expectations of employers of graduate degree holders: "In addition to requisite content knowledge, critical skills such as professionalism and work ethic, oral and written communication, collaboration and teamwork, and critical think and problem-solving are consistently defined as important to job success."

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

With the retirement of Professor George Goerl, PUAD lost the only faculty with expertise in public budgeting, public finance, and public program evaluation. This has forced us to use part-time lecturers for several required core and option courses in the MPA program, including PUAD 6809 (Public Program Evaluation), PUAD 6840 (Public Finance), PUAD 6842 (Governmental Budgeting), and PUAD 6802 (Public Policy Implementation), which is adversely affecting the quality of the program. Filling this position would fill the gaps caused by the loss of this faculty member.

Due to the small number of faculty, this position would also help to address student advising/mentoring needs, allow PUAD to more fully develop and implement its MPA assessment plan, create opportunities for program recruitment, and enhance PUAD's ability to develop and maintain community partnerships - such as the partnership with the Alameda County Training and Education Center and the Department of National University Relations at Kaiser Permanente - that are beneficial for the students, community, and University. For example, the City of Oakland and Contra Costa County have both expressed an interest in partnering with PUAD to offer the MPA program on site for their public employees, which mirrors the program we have with Alameda County that began in Spring 2011. The lack of faculty makes it difficult for PUAD to create additional community partnerships. In addition, this position would also help to address the needs of PUAD, CLASS, and the University for administrative and/or committee work, including faculty governance.

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

Student demand is also a driver of the need for this position. The data in the IRA table (http://www.csueastbay.edu/ira/tables/FallHeadcountEnrollment/Fall.Headcount.Enrollment.1-2.pdf), and the data available from the Pioneer Data Warehouse are in conflict, so data from both sources are presented. The *Summary of Academic Plans by College by Department* report generated from the Pioneer Data Warehouse indicate that there were 237 active (enrolled) MPA students in Fall 2012 and 189 active MPA students in Fall 2011. The IRA table indicates that there were only 145 MPA students in Fall 2011. Since the data from the Pioneer Data Warehouse only covers 2010 and 2011, the IRA table is used for the five-year analysis, although its accuracy is questionable.

As can be seen in the table below, the number of students in the program appears to be falling. However, due to the conflict in the IRA tables and the Pioneer Data Warehouse, the data in the table is questionable. Regardless, there has not been a decrease in student demand. The demand

for the program is strong, but the lack of tenure-track faculty, the limited number of qualified part-time lecturers, and the CLASS lecturer budget constrain the number of courses that we

Year	Fall Headcount
2007	206
2008	236
2009	198
2010	138
2011	145
2012	160

can offer. This limits the number of students that PUAD can admit to the MPA program since we do not want to admit students who cannot enroll in courses and complete the degree in a timely manner.

In a recent report from PEMSA analyzing applications, admissions, and enrollment, the percentage of applicants admitted to the MPA program only ranges from 40.37% to 60.92%. While some of the admission denials are due to unqualified applicants or incomplete applications, the majority of the denied applicants are qualified for admission but not admitted due to the constraints on the number of courses that can be offered.

Quarter	Applied	Admitted	% Admitted
Fall 2008	174	106	60.92
Fall 2009	169	94	55.62
Fall 2010	161	65	40.37
Fall 2011	128	67	52.34
Spring 2009	72	36	50.00
Spring 2011	71	37	52.11
Fall 2012	132	93	70.45
Winter 2013	45	34	75.55

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

The CSUEB MPA program has the national distinction of focusing on the philosophical and social science thinking about the nature of administrative practice and service, and expertise in interpretive and critical theory perspectives is critical to maintaining that distinction. PUAD is among the key founders of the Public Administration Theory Network, and the journal connected to that scholarly network, *Administrative Theory & Praxis*, was originally housed at PUAD. The unique connection to theory has contributed to the success of MPA graduates as public administrators in a variety of settings.

The CSUEB MPA program has been recognized as a valued community partner by a variety of public agencies and counties. PUAD has worked with the Alameda County Human Resources Services Department to create a Workforce Development Plan for Alameda County public employees, with educational achievement as part of the career ladders. PUAD has been designated the “educational provider of choice” by the Alameda County Education

and Training Center and Alameda County public employees are directed to the CSUEB MPA program for professional development and career advancement. With the addition of another faculty member we could build on this reputation by expanding this model to other counties and cities, such as Contra Costa County and the City of Oakland.

Please describe briefly;

6. Faculty Composition.
    a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

We currently have 3.3 tenure-track faculty members in the department, only two of whom primarily teach in the MPA program. The other full-time tenure-track faculty primarily teaches in the MS-HCA program, the other graduate program offered by PUAD. The 0.3 position is shared with the Department of Philosophy, but over the last several years, her WTUs have been bought out by CLASS (Chair release time) or by Academic Affairs (CFA release time). Since Fall 2008, we have lost five faculty members:

Quarter	**Faculty**	**Status**
Fall 2011	Frank Scott	FERP
Fall 2010	George Goerl	FERP
Fall 2010	Lisa Faulkner	Resigned
Spring 2010	Ken Kyle	Resigned
Fall 2008	Dvora Yanow	Retired

b. The ratio of tenured/tenure-track faculty to total FTEF in your department

AY 12-13*
Tenure/tenure-track FTEF: 2.7
Total FTEF: 7

*Note: As of the completion of this form, data from Institutional Research was only available as current as AY 12-13

c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

A tenure-track position is needed over an instructor position for several reasons. The primary reason is to maintain program quality. We have been forced to use part-time lecturers for several required core and option courses in the MPA program, including PUAD 6809 (Public Program Evaluation), PUAD 6840 (Public Finance), PUAD 6842 (Governmental Budgeting), and PUAD 6802 (Public Policy Implementation), which is adversely affecting the quality of the program.

A tenure-track position would also help to address student advising/mentoring needs, allow PUAD to more fully develop and implement its MPA assessment plan, create opportunities for program recruitment, and enhance PUAD's ability to develop and maintain community partnerships - such as the partnership with the Alameda County

Training and Education Center and the Department of National University Relations at Kaiser Permanente - that are beneficial for the students, community, and University. For example, the City of Oakland and Contra Costa County have both expressed an interest in partnering with PUAD to offer the MPA program on site for their public employees, which mirrors the program we have with Alameda County that began in Spring 2011. The lack of faculty makes it difficult for PUAD to create additional community partnerships. In addition, this position would also help to address the needs of PUAD, CLASS, and the University for administrative and/or committee work, including faculty governance.

d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

AY 12-13*
Total majors by headcount: 334
Total tenure/tenure-track faculty by headcount: 4
Ratio of majors to tenure/tenure-track faculty by headcount: 83.5:1

*Note: As of the completion of this form, data from Institutional Research was only available as current as AY 12-13

e. Department/School SFR as compared to the College SFR.

AY 12-13*
Department SFR: 21.4
College SFR: 26.3

*Note: As of the completion of this form, data from Institutional Research was only available as current as AY 12-13

f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty).

This position was part of the 5-year hiring plan and the specific expertise in public budgeting, public finance, and public program evaluation was emphasized in the plan.

7. Curriculum
   g. The percentage of teaching in your department which satisfies general education requirements

0%

h. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

In the MPA program, most of the courses are taught in a hybrid mode, meaning that some of the sessions are in-person and some are fully online. While teaching fully online *courses* is not a requirement of this position, teaching some fully online *course sessions* is a requirement. In the past, we offered the MPA program at the Concord Campus and the Oakland Campus, but due to budget constraints and the low number of tenure-track faculty we were unable to continue those programs. Teaching at those campuses is thus not a requirement of this position.

i. Does the position represent a central component of a CSU, East Bay's student's education? How?

Since this position represents a central component of the MPA program, it represents a central component of a CSUEB MPA student's education. In the MPA program, students are prepared to apply their education to the meaningful lifework of public service. As a result of being in the MPA program, graduates are more prepared to be socially responsible contributors to society, think critically and creatively, communicate clearly and persuasively while listening to others, promote equity and social justice, and work collaboratively and respectively with individuals from diverse backgrounds. There is strong alignment between the MPA program and the University's ILOs.

8. Scholarship/New Sources of Revenue

j. Address the potential for scholarly success.

PUAD is among the key founders of the Public Administration Theory Network, and the journal connected to that scholarly network, *Administrative Theory & Praxis*, was originally housed at PUAD. There are opportunities for publication and conference participation through the Public Administration Theory Network. We would expect the new faculty member would be very active in the network.

k. Address the potential for external/internal support for scholarship.

Having a limited number of faculty in PUAD has affected our ability to participate in external support for scholarship. However, there are funding opportunities of which we could take advantage if we had additional faculty. For example, the California Healthcare Foundation and the California Endowment offer funding for policy and health care financing research, especially in the area of health care delivery and health care disparities.

l. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

Although the position has not been discussed with other units outside of the PUAD and CLASS, this position is critical to the scholarly/research/creative efforts to those units. The strength of the University lies partially with its faculty, and this position will strengthen units both inside and outside of PUAD and CLASS. PUAD has been active in the development of the University's ILOs, active in faculty governance, active in self-support and grants, and active in the LEEP program. The addition of this position will help PUAD to further contribute to the University.

m. What has the unit done to maximize its current resources (i.e., to help itself?) over the past five years?

Over the past five years, PUAD has embarked on a number of activities that either maximize current resources or create additional resources for itself, CLASS, and the University.

- We have instituted aggressive enrollment management practices that have significantly increased the department's SFRs. As previously discussed, PUAD's SFRs exceed those of CLASS and those of the University funding model. Part of our enrollment management efforts includes the development of degree completion roadmaps for both the MPA and MS-HCA degrees that clearly outline a student's enrollment in each quarter.
- We have successfully launched two self-support programs – the fully online MS-HCA and the Alameda County MPA program. We are currently seeking approval to move forward with a fully online and self-supporting Graduate Certificate in Health Informatics. These self-support efforts help to generate resources for the University, CLASS, and PUAD.
- We have worked with University Advancement to launch a MPA and MS-HCA Scholarship program that is funded by PUAD alumni. We have already raised close to $5,000.
- As an effort to increase our visibility to our alumni, we have created a LinkedIn group that is limited to MPA/MS-HCA alumni, current students, faculty, and staff. We think that this will increase alumni support of both programs.
- We received a $50,000 grant from the CSU Commission on the Extended University that we used to seed the fully online MS-HCA program.

n. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

PUAD has been very effective in raising funds from external sources. We have launched two very successful self-support programs are in the approval process for a

self-support certificate. We have developed a number of significant community partnerships, including the Alameda County Training and Education Center, Kaiser Permentante, Kaiser Foundation, and ACHE Health Education Network (HEN). In addition, we are a collaborating partner with the Minority Training Program in Cancer Control and Research sponsored by UCSF and UCLA. We have worked effectively with our community partners, and have also worked well with different units across campus, including University Advancement and DCIE.

9. Recruitment:
    d. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

As we have done in the past, the department will place the position announcement in a diverse mix of publications, including those that may be targeted to underrepresented groups. All of our previous recruitment plans have been approved by the DELO without modification or concerns. In addition, all of our applicant pools have been diverse and there have been no issues with our recommendations for campus interviews or hires. The department is an extremely diverse department, and we plan to maintain that diversity.

    e. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No, hiring at the assistant professor level is sufficient.

    f. Can you collaborate with another department on advertising or other costs of recruitment?

    g.

At this time, we don't know which department will be recruiting. If possible, we would collaborate on advertising and other costs of recruitment.

APPENDIX J

MPA EXIT SURVEY 2009

MPA EXIT SURVEY

Please answer the following questions by checking one of the following responses:

1. **SA: Strongly Agree**
2. **AG: Agree**
3. **DA: Disagree**
3. **SD: Strongly Disagree**
4. **DK: Don't Know**
5. **NR: Not Relevant**

Learning Outcomes: Assessment of Program's Level of Effectiveness

1. I am confident that the MPA program helped me gain theory-based knowledge concerning organizations and management that has been or promises to be useful in my work.

2. I am confident that I gained insights into interpersonal behavior that have been or promise to be useful in my career.

3. I am not confident that I gained insights into interpersonal behavior that have been or promise to be useful in my non-work life.

4. I am confident that I gained an understanding of the public policy process that has helped or promises to help me in my work.

5. I am confident that I gained an appreciation for the public policy process that has helped or promises to help me in my work.

6. I am not confident that I gained quantitative research knowledge that has helped or promises to help me in my work.

7. I am confident that I gained interpretive-qualitative research knowledge that has helped or promise to help me in my work.

8. I am confident that I will be a more effective practitioner as a result of my coursework in the MPA program.

9. I am able to analyze organizations and conduct organizational problem solving from multiple theoretical perspectives.

SA AG DA SD DK NR

SA AG DA SD DK NR

SA AG DA SD DK NR

SA AG DA SD DK NR

SA AG DA SD DK NR

SA AG DA SD DK NR

SA AG DA SD DK NR

SA AG DA SD DK NR

SA AG DA SD DK NR

Program Evaluation: Students' Expectation of the MPA Program

1.	The MPA helped me grow intellectually.	SA	AG	DA	SD	DK	NR
2.	The MPA program helped me grow as an individual.	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
3.	Overall, I am satisfied by the range of courses taken in the MPA program.	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
4.	Earning the MPA degree has helped me get a better job or a promotion.	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
5.	**Academic advising in the program met my needs.**	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
6.	**I found the faculty accessible for advising.**	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
7.	The MPA Program had a good mix of theoretical and practical courses.	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
8.	The quality of the faculty was high.	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
9.	I found the Department to be helpful when I had a problem	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
10.	The CSUEB MPA program has a strong reputation in the professional community.	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
11.	The Department has a good internship program.	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**
12.	I am pleased I received my MPA at CSUEB.	**SA**	**AG**	**DA**	**SD**	**DK**	**NR**

Student Learning Outcomes Assessment

In 2010-11, we continued to develop SLOs for each of the courses, participated in the CLASS Assessment Program with specific assessment targets, and developed a curriculum map for the health care administration option. We developed a pre/post-test approach to assess student learning in most of the health care administration option courses, and began to develop that approach for the other option areas.

For the health care administration option, we developed course-specific SLOs that are assessed through a pre-test/post-test design. At the beginning of each course, a 15-question test was administered (pre-test) and the same test was administered (post-test) at the end of the course. The tests were then compared to assess the change in student learning.

Course - Quarter	Pre-Test	Post-Test	Difference
HCA 6240 – Winter 07	13.3	83.6	70.3
HCA 6240 – Winter 08	0.0	86.9	86.9
HCA 6260 – Spring 07	46.7	90.4	43.7
HCA 6260 – Spring 08	53.3	92.8	39.5
HCA 6260 – Spring 09	80.2	89.3	9.1
HCA 6280 – Fall 07	75.8	92.6	16.8
HCA 6280 – Fall 08	73.7	90.8	17.1

In 2011-12, we required all course syllabi to have instructor-generated course learning outcomes. The MPA Graduate Coordinator was charged with examining all the syllabi from Fall 11 and later to pull out the themes that emerged from the syllabi in order to develop departmental-identified SLOs for the courses. We continued to use the pre and post-test approach to assess the SLOs in the health care option:

Course - Quarter	Pre-Test	Post-Test	Difference
HCA 6270 – Winter 12	59.2	87.3	28.1
HCA 6275 – Winter 12	47.9	81.5	33.6
HCA 6280 – Spring 12	78.5	N/A	N/A

During our assessment discussions at the end of the year, as part of our “closing of the loop” process, we discussed that it was cumbersome for faculty to have the pretest in the first session of the course, having a pre and post-test was confusing to the students, and it created too much administrative work to track the pre and post-test data. We decided that the pre and post-test approach was not effective and decided to instead assess the PLOs directly instead of the SLOs.

Based on PLO statement guidelines issued by APGS and the recommendation for each PLO to fit the “Students who complete the XXX program should be able to: ACTION VERB” format, we revisited our PLOs in 2012-13. Within public administration

education, there had been a movement towards competency-based education. The National Association of Schools of Public Affairs and Administration (NASPAA), which is the membership association of graduate programs in public administration, public policy, and public affairs, had identified five competency domains that graduates from public administration programs should be able to demonstrate. The Department of Public Affairs and Administration decided to adopt those five domains with modification for the MPA PLOs. They are:

Students who complete the MPA program should be able to:

1. Lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry
    - This PLO supports the CSUEB Institutional Learning Outcomes of "act responsibly and sustainably at local, national, and global levels" and "demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study."
2. Participate in and contribute to the policy process
    - This PLOs supports the CSUEB Institutional Learning Outcomes of "apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities" and "work collaboratively and respectfully as members and leaders of diverse teams and communities" and "demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study."
3. Analyze, synthesize, think critically, solve problems, and demonstrate an understanding of interpretive and quantitative research methodologies
    - This PLO supports the CSUEB Institutional Learning Outcomes of "think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems" and "demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study."
4. Articulate and apply a public service perspective
    - This PLO supports the CSUEB Institutional Learning Outcomes of "communicate ideas, perspectives, and values clearly and persuasively while listening openly to others" and "act responsibly and sustainably at local, national, and global levels."
5. Communicate and interact productively with a diverse and changing workforce and citizenry
    - This PLO supports the CSUEB Institutional Learning Outcomes of "communicate ideas, perspectives, and values clearly and persuasively while listening openly to others" and "work collaboratively and respectfully as members and leaders of diverse teams and communities."

We also developed a curriculum map that indicates the courses in which the PLOs and ILOs are introduced, practiced, and mastered. The curriculum map can be seen in Appendix E.

In 2012-13, we began to assess all of the PLOs annually. The MPA Exit Survey is a 21-item survey that measures our graduates' perception of success in the MPA program, providing an indirect assessment measure. We had used it several years previously as a student satisfaction measure. In the 2012-13 MPA Exit Survey, the majority of the respondents indicated that they "strongly agreed" or "agreed" with the survey statements. All respondents either "strongly agreed" or "agreed" with the following statements:

- "I am confident that I will be a more effective practitioner as a result of my coursework in the MPA program"
- "I am able to analyze organizations and conduct organizational problem solving with multiple theoretical perspectives"
- "I am please I received my MPA at CSUEB."

The 2012-13 MPA Exit Survey, however, assessed student competency with the original PLOs, not the new ones based on the competencies advocated by NASPAA. We planned to redesign the MPA Exit Survey to better fit the new PLOs for 2013-14, but during our later assessment discussions we decided that PUAD 6901 could be redesigned to provide both direct assessment of student learning and assessment of students' perception of their level of learning (indirect assessment). Some of the reasons for this decision are that students were reluctant to complete the exit survey if it were not required and tied directly to a course grade, and it was time-consuming for administrative staff to input the data.

PUAD 6901 (Graduate Synthesis), which is the MPA capstone course, was the second assessment tool used in 2012-13 to assess the PLOs. PUAD 6901 required the completion of a comprehensive exam, which was designed to directly assess the students' level of competency with the PLOs. PUAD 6901 was offered in Winter 13 and Spring 13. Students enrolled in Winter 13 and Spring 13 all passed the synthesis essay exam with a grade of B or better, indicating a strong level of achievement with the PLOs:

	A	**A-**	**B+**	**B**	**TOTAL**
Winter 13					
PUAD 6901-01	12	6	6	0	24
PUAD 6901-20SS	15	11	0	0	26
PUAD 6901-21SS	16	6	0	1	23
Spring 13					
PUAD 6901-01	18	7	0	0	25
TOTAL	61	30	6	1	98
PERCENTAGE	62%	31%	6%	1%	

As a result of our "closing the loop process," we have significantly altered our approach to assessing the students' level of achievement with the PLOs for 2014-15. All of the PLOs and ILOs are now assessed in the capstone experience, PUAD 6901 (Graduate Synthesis) and each PLO and ILO are assessed separately. Students now must reflect

on what they have learned in the program and tie their learning to each of the PLOs and ILOs. The exam that will be administered in PUAD 6901 in Winter 14 can be seen in Appendix F.